

# Parent and Caregiver Information: Local Offer for children with Special Educational Needs and/or disabilities (SEND)

## Aim.

To provide families with a clear and transparent document detailing the support available for them and their children within our setting.

This document will provide information to show what resources we already have in place to enable each child to achieve their full potential, as well as offer reassurance to parents and caregivers in our ability to value each child as an individual and to make reasonable adjustments to the setting and resources to meet their individual needs. We are an inclusive setting with a wealth of experience in supporting and promoting children's needs, learning and development. Over the past 40 years there have been a number of children who have accessed our setting with a variety of needs; medical, physical as well as developmental. Most children have gone onto mainstream education and continue to make good progress.

## Our Approach to Supporting their Learning & Development.

- Each child is allocated a key person and a buddy, who will help them settle into the group whilst building up positive relationships, understanding their needs, care routines, interests and learning styles. This information is obtained through observation, informal chats with parents and caregivers, and through sharing any documentation already in existence for the child.
- Any concerns throughout the above process are raised initially with the Special Education Needs and Disabilities Co-ordinator (SENCo), who will work closely with the key person and support staff to differentiate resources, activities and experiences; adapting and supporting the setting to ensure the curriculum meets the individual needs of the child in order for the child to achieve.
- If after talking to you we feel additional support is needed we will work with you to put a Special Educational Needs support plan in place, to meet their needs and your requirements. All progress will be recorded and shared with you.
- The SENCo will liaise with other professionals (with your permission) through the Mid Essex Quadrant, such as Early Years Advisors, Inclusion Partners, SEND Operations Partners, School Effectiveness Partners and Educational Psychologists as well as Health Visitors, Speech and Language Therapists, and relevant individuals through the Cluster Support Network to gain further advice in supporting you and your child. We will then work collaboratively to ensure advice and strategies are implemented.
- This process will be monitored, reviewed and evaluated with you and any other professionals on a regular basis.



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## How Will Parents and Caregivers be Included in the Child's Education?

We value the knowledge you have on your child and want to work closely with you to ensure that your child's learning is effective.

- From the outset your key person will involve you by asking you to complete key information about your child, helping us to understand their interests, likes and dislikes and favourite toys, games and places. This sharing of information will be on-going throughout your time at the setting. We will also ask you to complete a one page profile which asks questions such as 'What is important to the child?', 'What people admire about your child?' and 'How best to support them?'
- We will send you regular newsletters. These detail upcoming events that your child can be involved in, give information about plans for the next half-term, as well as information on how you can support the pre-school and enhance the resources we provide.
- We have an open door policy and you are able to discuss your child's progress and celebrate their success with us at any time. Should you wish to have a more formal discussion, these can be accommodated at your convenience.
- Each child has their own learning journey which you can access at any time, sharing with you our findings, gaining your thoughts and ideas. The learning journey will contain observations and photographs and celebrations of achievements. Your child's keyperson will make 'next steps'. These are plans for your child based on your child's interests to assist them in reaching their potential, which we will share with you. We will also endeavour to incorporate any next steps you feel will enhance your child's experience with us.
- We share information with all parents via our closed Facebook page. This shows pictorially the activities and resources set out for the children on a session by session basis, as well as detailing on our chalkboard any activities or visits that the children may have taken part in. All feedback via this page is most welcome. Please search for The Little Acorns Preschool (Chelmsford).



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## Positive Relationships.

- All staff are experienced and qualified practitioners who access both online and classroom-based training on a regular basis.
- All staff use some Makaton sign language. We introduce a “Sign of the Week” to all children and encourage children to participate. We feel that this not only enables communication but reduces frustration and promotes emotional intelligence.
- Our setting SENCo (Hilary Robertson) implements necessary strategies to support her own learning and development, feeding back to all staff and enabling the setting to promote communication
- The setting has policies and procedures in place which are reviewed regularly ensuring our environment and resources are suitable and accessible to all.
- We operate an open door policy for you to come and spend time in the setting with your child. Staff are available both at the beginning and end of the session to answer your questions and help with your concerns.
- We have good relationships with other services within and around our community and can assist you by signposting suitable websites, groups and opportunities to further support you and your child.
- As a community preschool we are delighted to have parental and caregiver involvement. This can be in the form of volunteering during session times as a parent helper, being involved in our variety of fundraising events, or by becoming a much valued member of our committee.

## Support for Each Child’s Physical and Emotional Wellbeing.

- We consider ourselves to be inclusive; creating a safe, secure and happy environment that is suitable for all children to flourish. We will make reasonable adjustments for any child.
- We concentrate on promoting their Personal, Social and Emotional skills, building on what they can already do and creating challenges to build their confidence and self-esteem.
- There are signs and symbols around the hall, helping children identify the areas of play.
- We will offer a visual timetable as and when needed to help children make choices, understand the routine of the day, offering structure on what is happening now and what is going to happen next.
- We encourage co-operative play between all children helping them to understand, value and respect others opinions and ideas.
- We are flexible in our approach and can adapt what we do to accommodate any need or health issue by having relevant plans in place.
- As a setting we look to address the underlying reasons for unwanted behaviour then work with you and your child to provide a consistent and planned approach to improve their behaviour. Your child can also be involved in this approach.



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## Helping With Transitions.

- Prior to your child starting at the setting, we would invite you and your child to visit. This allows the child time to play and becoming familiar with the environment, and for you to meet the team at the pre-school, discuss any concerns you may have with the management and SENCo and get a general feel for how your child will be carried for at the setting.
- We will work closely with you so that you feel you can stay with your child for however long necessary in order for them to settle. We do not set a time limit on this.
- We would gain as much information as possible from you and any other professionals involved with your child before the child's start date, enabling us to ascertain the level of support needed and appropriate targets for their SEN Support Plan.
- To aid transitions between other settings, we would talk to the relevant staff involved, arrange meetings or visits and encourage information to be exchanged so the child can be supported in the new environment, familiarising themselves with the surroundings.
- We are able to apply for funding from Essex County Council to enable the preschool to employ an additional member of staff to work with your child if needed (subject to meeting the relevant criteria).
- We invite the reception teachers into the setting to meet the children who will be joining them in the new school year. We will discuss your child with their new teacher on these visits to ensure that continuity of support and care continues in their new environment. We complete a transition form for all children that move on to school, a new pre-school or nursery which details their stage of learning at the time of leaving the setting.

## How Accessible is the Environment?

- If English is an additional language for the child we would work with the family by using visual aids alongside the home languages to support the child with their learning. If required, we would obtain outside help and support.
- We use some Makaton sign language to help us communicate with all children.
- Our setting is on one level and therefore provides good access throughout both halls. Toys are either located on the floor or at child height tables to make them accessible to all. There is a ramp which allows access to our outside space.
- The changing facilities offer a disabled toilet and wheelchair access is good throughout the setting.
- We endeavour to make reasonable adjustments to accommodate children's needs, but major adjustments can only be made after approval from the church is received.



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## Who Can I Contact for Further Information?

More detailed information is available in our policies which can be found in our policy folder at the setting. Some policies are located within the Home – Policies section of our website [www.littleacorns-preschool.com](http://www.littleacorns-preschool.com)

You are welcome to book an appointment to view the setting during our term time opening hours, or alternatively please contact the setting by telephone to discuss any concerns or questions you may have with the manager, Caroline Gosling.

Our contact details are:-

**Email:** [info@littleacorns-preschool.com](mailto:info@littleacorns-preschool.com)

**Telephone:** 07383 556431

**Visit:** St. Luke's Church Hall, Gloucester Avenue, Chelmsford, Essex. CM2 9LG  
(opposite Moulsham Lodge Shops and Surgery).

