SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATIONAL PROVIDER NAME:

|  |
| --- |
| ACORN PRE-SCHOOL |

OFSTED UNIQUE REFERENCE NUMBER:

|  |
| --- |
| 2757580 |

LOCAL OFFER SUBMITTED BY:

|  |  |
| --- | --- |
| Name | Jayne Smith |
| Date | 31/10/2023 |
| Signature | J Smith |

|  |  |
| --- | --- |
| 1. | **How does the Early Years Setting know if Children need extra help and what should I do if I think my Child may have Special Educational Needs or Disabilities?**  Acorn Pre-School has an Inclusion Policy. By working in partnership with the Parents/Carers of the Children with any existing Educational Needs or Disabilities any additional support will be put in place prior to the Child starting. This will include liaising with any outside agencies already involved and preparing any relevant risk assessments. Parents who have any concerns about their Child should discuss them with the Pre-School who will be able to advise or get help for them. |
| 2. | **How will the Early Years Setting Support my Child?**  On induction a Parent/Carer receives a form relating to the Child called `All about Me’. This focuses on where they are at, their likes and home language used.  Each Child will have a Key Person which helps them to settle within the setting. The Key Person liaises with the Parents/Carers and other members of Staff to help support the Child’s needs. This is done by Observing, Planning and Evaluating and making adjustments where and when necessary. The Key Person tracks the Child’s development and reviews their progress termly with the Parents/Carers.  We ensure the setting is a warm, friendly and safe environment for Children, Parents/Carers and Staff. We make sure that Children are stimulated at all times.  Our SENDCO (Special Educational Needs and Disabilities Co-ordinator) attends termly SENDCO support group meetings provided by our Local Area Inclusion Co-ordinator and delivers staff training and information to all staff in the setting. |
| 3. | **How will the Curriculum be matched to my Child’s needs?**  We use the Early Years Foundation Stage Curriculum (EYFS) as a guide. Each Child is an individual and therefore learns and develops at their own pace. Children learn through play, interests and their own experiences, Parents/Carers up-date us with this information on a regular basis.  Next steps for Children are created based on their achievements which are regularly reviewed with Parents/Carers. Each Child has a learning journal which contains evidence of their development.  Individual Education Plans (IEP’s) are created for those Children who need extra support and are reviewed regularly with Parents/Carers. |
| 4. | **How will both you and I know how my Child is doing and how will you help me to support my Child’s learning?**  As well as observations and pictures which are in the Child’s learning journal evidencing their development, termly reports are shared with Parents/Carers which indicate any additional home learning support which can be given.  Individual Educational Plans (IEP’s) are developed with the Parents/Carers of Children with Special Educational Needs and Disabilities or Children who need a little extra support in some areas, which also can be supported in their Child’s learning at home.  Our setting has an open-door policy so that Parents/Carers can stay and play or discuss their Child’s progress and how they are doing. |

|  |  |
| --- | --- |
| 5. | **What Support will there be for my Child’s overall well-being?**  A risk assessment would be completed with the Parents/Carers.  Medication can be given by staff with parental consent, if necessary, staff would receive relevant training.  Our Pre-School has a designated BECO (Behaviour Education Co-ordinator) which will help the Key Person, as well as the staff, to establish the best way to promote positive behaviour.  Our setting has choice boards and schedules which can be used to help children within the setting. |
| 6. | **What Specialist Services and Expertise are available at or accessed by the Early Years Setting?**  Our setting is able to access Services for Young Children’s Area Inclusion Co-ordinator where they can support the Child, the setting and Parents/Carers, if necessary, by giving advice.  Referrals can be made with Parents/Carers agreement to access Speech and Language Therapists, Outreach Workers and Portage Plus. |
| 7. | **What Training have the Staff supporting Children with SEND had or are having?**  Staff have undertaken First Aid Training and Safeguarding Training, these are updated regularly.  6 Members of Staff hold NVQ Level 3 or Equivalent, 1 Member of Staff Holds Level 5 and 1 Member holds Level 6.  All training received is always cascaded to other staff members.  Any additional/relevant training needed for an individual would be accessed. |
| 8. | **How will my Child be included in activities outside the Early Years setting including trips?**  Depending on their individual needs the Child would receive a one to one so that they could be included on any activities outside the setting, this could either be the Child’s Key Person, SENDCO or Parent/Carer. If necessary, prior to the outing a visual timetable could be implemented to prepare and assist both Child, Key Person and Parents/Carers.  A risk assessment would be carried out, checked and signed by the Manager of the setting and Parent/Carer to minimise any risks or concerns. |
| 9. | **How accessible is the Early Years Setting Environment? (Indoors and Outdoors)**  Our Setting is Fully Accessible to Wheelchair use both indoors and outdoors, including access to the Garden from the Hall. Disabled toilets are available and changing facilities. Disabled parking is also available on site. |

|  |  |
| --- | --- |
| 10. | **How will the Early Years Setting Prepare and Support my Child to join the Early Years Setting, and transfer to a New Setting/School?**  We encourage Children and Parents/Carers to visit the setting prior to starting. This can be done over a selection of days and times, where they can sample activities, meet Staff and other Children, discuss any issues or concerns, fill in paperwork and risk assessments.  Transition on to Infant School or New Setting:  We arrange to take the Children on visits to their feeder schools. Schools also arrange to visit the setting to meet the Children. Learning Journals are shared with the school to show where the Children are at.  Individual transition meetings can be arranged with the Manager, Key Person, Area Inclusion Co-ordinator, Parents/Carers and the School/New Setting to identify the Child’s needs so that they are met prior to their start date.  One-page profiles are completed for those Children with any additional needs and these are discussed at the transition meeting. |
| 11 | **How are the Early Years Setting’s resources allocated and matched to Children’s Special Educational Needs?**  Equipment is regularly checked so that it is suitable for all ages and stages of Children. The room is clearly laid out for easy access to all activities. Any SEND funding received would be allocated to your Child’s current needs, which would be discussed with you, the Key Person and the SENCO. |
| 12. | **How is the Decision made about what type and how much Support my Child will receive?**  With the information received from Parents/Carers prior to starting and with observations made by the Key Person and Staff members, with the permission of the Parents/Carers the setting will contact the Services for Young Children, Area Inclusion Co-ordinator for Support and to help co-ordinate other agencies. |
| 13. | **How are parents involved in the Early Years Setting? How can I be involved?**  Parents/Carers are the most important people in Children’s lives and are the Primary educators. We believe that by working in partnership with you, gaining valued information about your Child from you helps us enhance your Child’s experiences in the setting. It is therefore important that you share achievements made by your Child, adding Parent’s comments to Termly Reports, returning up-dated `Where have I been’ and `What have I done’ Forms. We encourage Parents/Carers to stay and play, bringing any ideas that could be implemented within the setting. We encourage Parents/Carers to come along to the Christmas Plays and End of Year Picnics. |
| 14. | **Who can I contact for Further Information?**  For New Enquiries please contact:  Jayne Smith (Manager)  Telephone Number: 07340317149  Email – [Jayne.smith9@sky.com](mailto:Jayne.smith9@sky.com)  For Current Children please contact:  Child’s Key Person or Manager |