



Skylarks Community Preschool

SEND – Local Offer

Special Educational Needs and Disability (SEND) - Children and Families Act 2014

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

Our policy

We support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents of children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO).

How does Skylarks know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

- If you know your child has special educational needs or disabilities, we would encourage you to visit the setting to ensure that you feel it meets the needs of your child.
- Prior to starting, all parents/carers are given an information pack about the setting and an “All about me” document to fill in and provide us with as much information as possible. This information will be discussed with the parent/carers and with the allocated Key person who liaises with the child and their family to ensure all their best interests are met and the SENCO.
- Children are invited to attend settling sessions before they start Skylarks and parents are invited to attend a meeting to discuss any concerns.
- The staff team observe each child and make observations which are added to their learning journal. This information is assessed by the key person and SENCO, this enables us to identify any children who need support.
- If any parents/carers have any concerns regarding their child’s development or wellbeing, we welcome them to come and speak to their child’s keyperson or the SENCO at any time. We believe in open communications and encourage information sharing between families and the setting, allowing any development concerns and outcomes to be discussed.
- With parent/carers permission a referral will be made to the SEND under 5 team. They will liaise with our SENCO and any information and advice will be used and shared with parent/carers.
- We work closely with outside agencies and are able to introduce the parents to the appropriate outside agencies for additional help i.e. speech therapy, outreach workers, health visitors etc.

How will early year's settings staff support my child?

- Our SENCO/INCO and will coordinate with all members of staff in providing the appropriate environment with opportunities for individual learning and development. Planned activities are implemented, where staff work with their key children, assessing their needs and abilities.
- All SENCO/INCO training will be cascaded down to all members of staff, and we work as a team to support all individuals during the session.
- Every child has a keyperson, usually put in place during the first couple of weeks of starting Skylarks Community Preschool and once they have shown their own preference to a member of staff. Your child's keyperson will help your child with the settling in process and gathering all information for their learning journal.
- We will monitor every child's learning development in line with the EYFS, ensuring we cater for all our child's needs and learning development.
- The progress of children with SEND will be observed and reviewed termly by both their keyworker and the SENCO and arrange meeting with the child's parent/carers to ensure consistency throughout and to offer parent/carers advice and strategies.
- In some cases, a member of staff is appointed to support a child on a one-to-one basis and inclusion funding will be applied for.
- We will always work closely with outside agencies when required and will always use any techniques suggested to support the individual needs of the child.
- All strategies will be shared and discussed with the parent/carers.
- All routines and activities are adapted to the individual needs of every child in the setting.

How will the curriculum be matched to my children's needs?

- We will assess their needs through the process of observations, monitoring, planning and discussions. This process helps us identify all their development and needs; we use this to fill in their next steps in line with the curriculum.
- All parent/carers can contribute to their child's next steps, ensuring we meet the child's individual needs.
- Individual Educational Plans are made between the setting and parents/carers to ensure a consistency in the child's learning and development. Visual aids are used to support your child in their understanding of our routines within the setting.

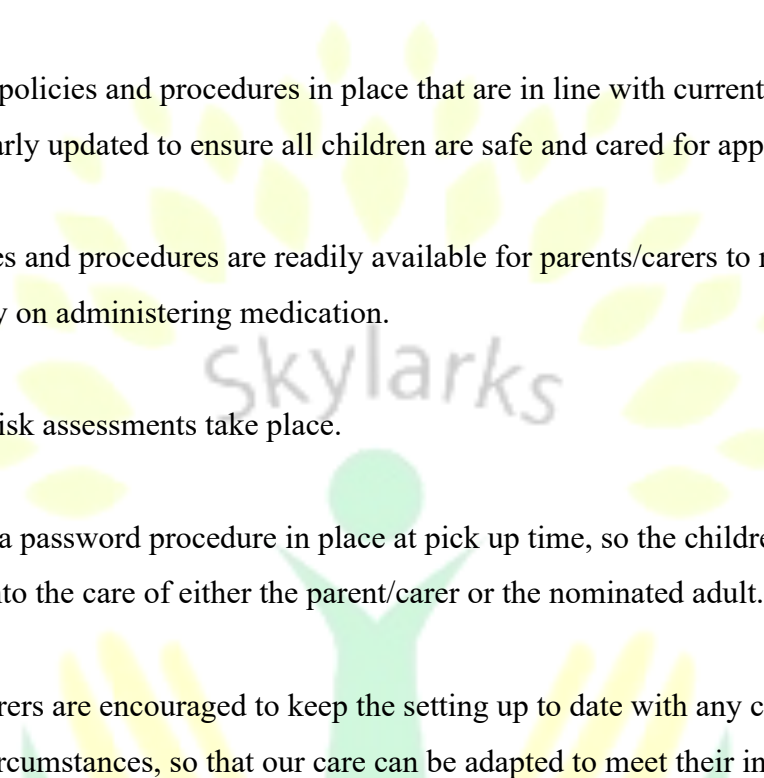
How will I know how my child is doing and how will you help me to support my child's learning?

- All development for each child is recorded in their Learning Journals, which parent/carers can access at any time. Parent/carers are encouraged to be involved in every stage of development and to contribute to their next steps development.
- We share information on a daily basis with the parents/carers.
- We hold regular meetings with parent/carers, the key person and SENCO to discuss the child's progress and next steps etc. We also encourage parent/carers to chat with the key person and other members of the staff at the beginning and end of each session.
- Parent/carers can also arrange to sit down with their child's key worker or SENCO at any time during the year, providing a range of information to support parent/carers in helping their learning.
- We have staff meeting each half term to discuss all children and their development.

- We supply home learning packs for parent/carers to support their child's learning at home.
- Parents/carers are the experts in knowing their child's needs and we are always there to support this ethos.
- Parents/carers are always included in all meetings with outside agencies and their input and views are always included in their child's Individual Plan.

What support will there be for my child's overall wellbeing?

- In our setting we like to promote a secure environment where good attachments and emotional development can be made, to help promote the children's positive wellbeing.
- All child attending Skylarks Community Preschool are provided with a settling in period, which is tailored to their individual needs.
- The Keyworker system ensures that the children make good connections with the staff who they feel most comfortable with, and this supports their confidence and self-esteem
- We ask parents/carers to inform us of all relevant information regarding their child's dietary requirements, health and development needs on our registration form. Where necessary we will complete an individual Health Plan and risk assessment for your child's needs.
- All behavioural and personal care issues are dealt with in a sensitive and professional way.
- At least two members of staff at each session are trained in first aid.

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- All staff receive safeguarding training, and our manager is our designated member for safeguarding.
 - Staff are able to administer medication to your child should your child require it. We ask all parent/carers to sign a permission slip to allow us to give medicine and to fill in a medicine form with full instructions of doses and quantities.
 - We have policies and procedures in place that are in line with current legislation and are regularly updated to ensure all children are safe and cared for appropriately.
 - All policies and procedures are readily available for parents/carers to read including our policy on administering medication.
 - Regular risk assessments take place.
 - We have a password procedure in place at pick up time, so the children are only handed into the care of either the parent/carer or the nominated adult.
 - Parent/carers are encouraged to keep the setting up to date with any changes in their child's circumstances, so that our care can be adapted to meet their individual needs.

What specialist services and expertise are available at or accessed by Skylarks?

- With parental permission we are able to access and involve outside agencies to support your child in our setting.
- Speech and Language Therapists
- Portage
- Educational Therapists
- Child Development Clinic
- Outreach Workers
- Early Help Team
- Child and Family Centre's
- Health Visitors

- Social Workers
- Inclusion Development
- SEND under five team
- Individual support for disabled children and children with additional needs.

What training have the staff, supporting children SEND, had?

- Our staff have attended all different types of training including:
 - Level 3 childcare qualifications
 - Early Years teachers
 - Mentor training
 - Paediatric first aid
 - safeguarding,
 - Early Years Foundation
 - Speech and Language
 - Makaton level two
 - SEND
 - SENCO

Staff update their training regularly and will attend any relevant training based on the needs of the children in our setting.

How will my child be included in activities outside Skylarks including trips?

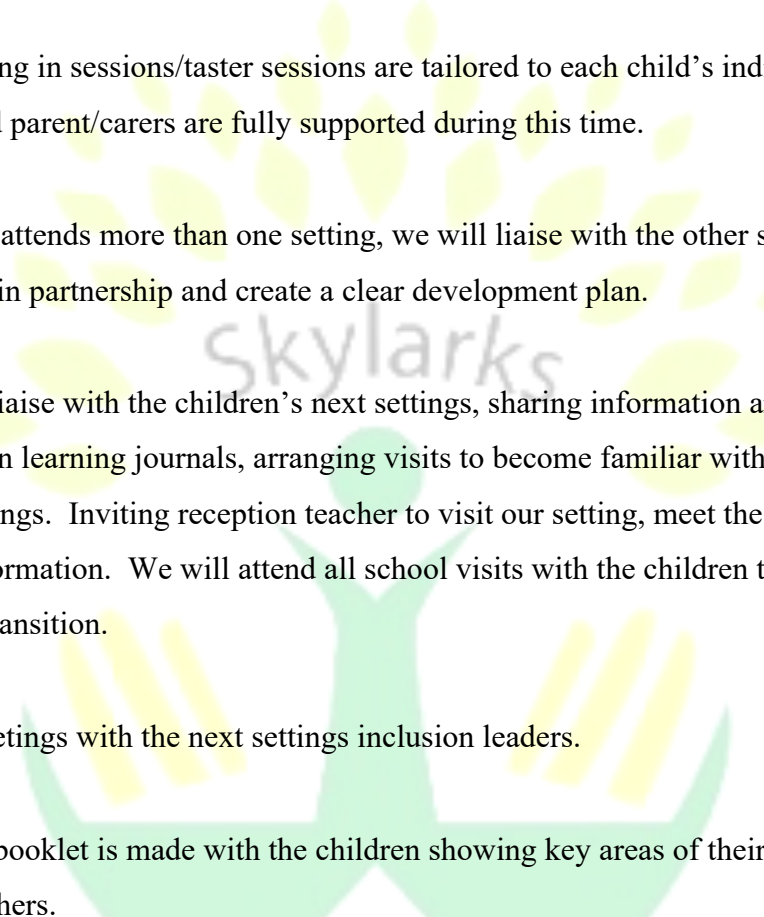
- All outings are risk assessed and are age and stage appropriate.
- All parent/carers are invited to attend trips away from the setting
- Arrangements will always be put in place to accommodate the needs of all our children to ensure a fully inclusive practice.
- We will liaise with parent/carers for permission and the suitability of the activity. Rotas will be adjusted accordingly.

How accessible is Skylarks environment? (Indoors and outdoors)

- Our setting is on one floor. Access to the front is flat as is to our outside area. We have a variety of resources for use on tables and for the floor. We have bean bags and cushions available for floor play. The inside space is flat and is large enough to provide appropriate play areas for all children. Our outside space is large and flat. Transition from one area to the other is via one step.
- We have an accessible toilet area and a disabled toilet. At present we do not have a disabled changing facility.
- We use Makaton in our setting, and this is shared through key words.
- Visual prompt cards are used regularly to support children with speech and language delay and those whose first language is not English.
- For families where English is not their first language, we will translate all documents when required.
- There are two accessible parking spaces in the car park
- Equipment will always be sourced when required for children with additional needs.

How will Skylarks support my child to join the setting and to transfer to a new setting/school?

- Parent/carers are encouraged to bring along their child to the setting to meet the staff and to familiarise themselves with the settings surroundings. We offer taster sessions and parent/carers can have as many of these as it takes for their child to settle or until the child and parent/carers feel happy and understand the routine of the pre-school.

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- We introduce the child to their key person to help with the settling in process. We Ask parents to fill in “All about me” information. Every term we will review this information with the parent/carers and update when needed.
 - We ask parent/carers to share their child’s interests and activities, so we can ensure we have certain toys out when they visit Skylarks.
 - Our settling in sessions/taster sessions are tailored to each child’s individual needs. Child and parent/carers are fully supported during this time.
 - If a child attends more than one setting, we will liaise with the other setting, ensuring we work in partnership and create a clear development plan.
 - We will liaise with the children’s next settings, sharing information and development, passing on learning journals, arranging visits to become familiar with the surroundings. Inviting reception teacher to visit our setting, meet the children and share information. We will attend all school visits with the children to make it a smooth transition.
 - Have meetings with the next settings inclusion leaders.
 - A visual booklet is made with the children showing key areas of their new setting and their teachers.

How are Skylarks resources allocated and matched to children special educational needs?

- Resources are arranged in different learning areas and are accessible in draws and trolleys and all our tables and chairs are child height.
- Resources and equipment are all high quality and are age and stage appropriate for early years.

- The SENCO/INCO feeds information into the planning each week along with their keyworker, ensuring all resources and activities are available to meet the needs of the children with additional needs.
- If funding is available, we will use this to increase staffing levels to support the child.
- Staff plan activities and equipment around the children's development abilities and interests to ensure all children learn and develop within a stimulating play based environment.

How is a decision made about what type and how much support my child will receive?

- The level of support each child receives will be decided between our manager, West Sussex County Council inclusion team, parents/carers and any other relevant professional involved with the child.
- Our manager will work closely with the family and outside agencies to ensure your child is receiving all the additional support required. Each child has a key person, whose responsibility it is to monitor the progress and general development. Once an additional need has been identified through observation, assessment and planning, a decision will be made whether it is appropriate to support the child in the setting or to bring in outside agencies.
- The type and amount of support provided is dependent on each child's individual need and will be decided collaboratively by keyworker and SENCO and shared with parents/carers.
- Parents/carers are involved in all decision at every stage and always asked for permission to bring in outside agencies.

How are parents involved in the early years setting? How can I be involved?

- We always like to encourage parents/carers to stay and become involved in sessions, helping out with activities.
- We have daily contact with parents/carers when dropping off and picking up children
- We have lots of family events, day trips out, sports days, fund raising events.
- Parents evening, termly next steps meetings, day to day communications, annual questionnaires to help us improve the setting
- We are always here to listen and support any input.
- We have a termly newsletter for parents/carers as well as a regularly updated website and Facebook page.

Who can I contact for further information?

Parents who are considering our setting, would be advised to come in and have a look around, you will be shown around, introduced to the staff and given time to ask any questions they may have.

Our website will also contain useful information

Contact

Kathleen Thomson, Pre-school Manager on 07825 603601 skylarkscps@gmail.com

Lorraine Barnes, SENCO senco.skylarkscps@gmail.com

The Family Information Service 01243 777807.