SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

**The Local Offer**
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 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 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 for the Special Educational Needs and Disability Code of Practice (2014).
• We ensure our provision is inclusive to all children with special educational needs.
• We support parents and children with special educational needs.
• We identify the specific needs of children with special educational needs and/or 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 & Disabilities Coordinator (SENDCo) who within our setting is Sarah Walby

**Identifying Children with Special Educational Needs and Disability**

• On induction to our Pre-School the SENDCo and parents share information about the strengths and needs of the child to create a positive partnership.
• Families will be supported for as long as it takes for your child to settle. We want your child to feel happy and safe with us.
• Each child has a key person who works closely with your child and the family and may identify a possible individual need.

• On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
• We undertake a ‘progress check at age 2’ which supplies parents/carers with a short written summary of their child’s development.
• Reports from health care professionals may identify a child’s individual needs and we will include these in your child’s learning and development.

**Supporting Children with SEND**

• Our SENDCo will work with all our staff to ensure provision is relevant and appropriate.
• We use the ‘graduated approach system’ for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are Discussion of a Concern, Targeted Support, Specialist Support and Education, Health and Care Plan (EHC).
• Our SENDCo will explain how children’s individual needs can be met by planning support using a written Individual Education Plan (IEP) or Health Care Plan.
• The keyperson will oversee the IEP targets.
• IEP targets will be reviewed and new ones planned by your child’s Keyperson, SENDCo and parents.
• We access additional support from other professionals where necessary.
• Our SENDCo will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
• We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child’s progress.
• Children’s progress can be viewed on weekly observations on My Nursery Child
• Further funding can be applied for to support your child.
• Our SENDCo has completed specific SENDCo training and also attends Network Meetings each term to keep up-to-date.

**Accessibility of the environment**

• Disabled access via main door.
• Resources are easily accessible by children, who have free choice.

**Working with other Professionals**

• We have regular contact with the following professionals:
Area SENDCo

Advice from professionals in other areas maybe sought as a need arises, such as:
Child Psychologist
Physiotherapist
Occupational Therapist
There are many other professionals who we can contact regarding a child’s specific individual needs

**Further Information**

• The Keyperson is always available for advice and support in the first instance
• Our Deputy Manager and SENDCo are also available to offer advice.
• We can signpost parents to other professionals that may be able to help such as an Audiologist and Speech and Language therapists, children’s centre and others.
• If your child’s need has been referred to a specific team we will be able to support parents in accessing their services.
• Family Information Service

**Moving on to School/or another setting**

• We share all documentation such as IEPs, early years assessments, observations.
• We invite receiving school/setting to visit our Pre-School to familiarise and observe the child and to share information in partnership with parents.

We operate an open-door policy and all staff welcome your family to visit our Pre-School. We will aim to work together to include any child with Special Educational Needs and Disabilities.