

OUR LOCAL OFFER

Special Educational Needs and Disabilities (SEND) Children and Family 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 provide for children with special educational needs and disabilities.

We have a strict waiting list system and therefore cannot accept referrals.

Please see our Prospectus and other information on our website in conjunction with this Local Offer.

We provide an environment in which all children, including those with special educational needs and disabilities are supported to reach their full potential.

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

Identifying Children with Special Educational Needs and Disabilities

- On an induction visit into the playgroup we provide an opportunity for parents/ carers to share information with the key person and SENCO about the strengths and needs of their child. This helps in creating a positive partnership.
- We use observations, assessments, Brisc and gap sheets which 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 work closely with parents and other professional agencies where necessary in meeting individual needs, these may include Area SENCO, Early Years Advisory Teachers, health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired.
- Each child is allocated a key person. Their role is to work closely with each child and their parents, and may identify a possible individual need.

Supporting children with SEND

- Our SENCO will work with all staff to ensure our SEND provision is relevant and appropriate to meet all children's needs.
- Our SENCO attends regular training and SEND Network Meetings to keep up to date with requirements.
- We use a 'graduated approach system' for identifying, assessing and responding to children with special educational needs (the four stages of action are Assess, Plan, Do, and Review). We ensure children with SEND are appropriately involved at all stages, taking into account their level of ability.
- We meet individual needs by planning support using written Individual Play Plans, My support plan, Education and Health Care Plan or Health Care Plan.
- The child's key person will oversee the Individual Play Plan targets. These targets will be reviewed and new ones planned with the key person, SENCO and parents.
- Our SENCO will work with all other staff to ensure implementation of the Individual Play Plan targets to provide continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of their child's progress.
- We provide a broad, balanced and differentiated curriculum for all children with SEND and make adaptations to meet individual needs and abilities.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other setting and schools.
- We provide resources (human and financial) to implement our SEND policy, within reason and if funds are available.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Accessibility of the environment.

- Our playgroup room and garden is on one level.
- There is a disabled toilet with handrails in the building.
- Resources are easily accessible by the children who have free choice.
- We will explain any limitations of the building and will make changes or adapt our facilities if possible - as we do not own the premises but rent a room in the Community Suite of Shaw Ridge Primary School.