**The Local Offer**

**How does the setting know if children need extra help and what I should do if I think my child may have special needs (SEN)?**

1. **How do you identify children/ young people with SEN?**

We would be closely monitoring your child’s progress through our pathway and observation process. This involves regularly updating and adding our observations to your child’s individual pathway. We use photos as evidence and your child’s work and achievements. We complete a two year old check between your child’s 2nd and 3rd birthday. With your consent we will share our pathways and observations with other setting your child may use. This gives us a clear and over all view of your child’s progress and any areas for concern or extra focus.

As a parent you would be fully involved in any discussions about your child’s progress. This is to provide any extra information which may help us and to ensure that you are informed of any concerns we may have regarding your child’s development.

As a team we will discuss what further action may be needed to help your child.

1. **How will I be able to raise concerns I may have?**

We are available for casual ad hoc conversations at any time or if you would like to set up a meeting, we can discuss in detail your concerns or thoughts.

If any concerns are highlighted we may set up a meeting with the SEN support service team which is part of the Local Authority. This will be to discuss any concerns and any action we may need to take in order to provide your child with the best support.

**How will early years practitioners support my child and how will the curriculum be matched to my child’s needs?**

1. **Who will oversee and plan for my child’s learning?**
* Individual team members and your child’s key worker will plan activities.
* The setting SENCO will also be involved in adapting the activities and provide support.
* We will include your ideas and feedback in our planning.
1. **Who will be working with my child and what will be their roles?**

All staff members within the setting will be involved in the care for your child. Other childcare professionals may be involved i.e. health visitor, GP and speech and language therapists.

1. **Who will explain this to me?**

The SENCO/ registered child minder and the key person for your child.

1. **What is the setting’s approach to supporting different children’s needs and how will that help my child?**

We aim to have as much information and knowledge at the start of your child’s induction. If they are already supported by professionals then we will set up a meeting to discuss your child’s needs and how we can support them as a team.

We will aim to include everyone involved in each discussion to gain a clear understanding of the needs of the individual child.

We will adapt our work practice and have a positive but realistic approach to supporting your child.

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

1. **What opportunities will there be for me to discuss his or her progress with the staff?**

Each child will have a daily communication tool, we encourage parents to read about their child’s day and we will record any information that is relevant. We also encourage you to record any messages that you may have for us about your child.

We are always available at drop and pick up times to have a chat about the progress your child is making. If you haven’t had the chance to speak to us we can have a phone conversation or set up a meeting.

1. **How does the setting know how well my child is doing?**

We use our observations to monitor individual progress, we record progress using the pathway system. As a smaller setting, we can get to know children well in their development and monitor them closely. We use 2 year checks and we are communicating constantly with you and your child’s other settings.

1. **How will I know what progress my child should be making?**
* Daily conversations
* Looking at their pathways
* Craft items they have made
* Our photo gallery
* Individual photo books
* Phone calls
1. **What opportunities will there be for regular contact about things that have happened such as a home/ link book?**

We will inform you of any planned trips or activities that require additional consent. We communicate verbally, newsletters throughout the year, daily communication books, emails and phone calls.

We may plan activities around an individual child’s interest and ask parents/carers for additional information. We are willing to show/ demonstrate equipment or methods of learning and our practice. If activities are successful then we will ensure as a team that we feedback to parents/carers, so that follow on learning can take place at home. If the setting has any relevant and useful information we would always share with parents/carers.

1. **How and when will I be involved in planning my child’s education?**
* Continuous communication
* Advice and ideas from you as parents/carers
* Through the transition process to school/pre-school
* 2 year old checks
* We regularly review pathways and the service we offer
1. **Do you offer any parent training or learning events?**

We do not offer any parent training at the moment. we have linked with parents for training to support individual children with their additional needs. parents are welcome to be involved with events or training.

**What support will there be for my child’s/ young person’s overall well being?**

1. **What medical and social support is available in the setting for children with SEN and disabilities?**

The staff are willing to be involved in anyadditonal training to support a child with health needs i.e. epilepsy, medication, dietry requirements.

Each staff member has up to date mandatory trining including first aid and child protection. We also have our level two certificate in basic food hygiene.

As a team we are commited to providing a quality service therefore willing to undertake any additional training for individual needs.

We are able to give information about toddler groups and parents groups that are available in the surrounding area.

1. **How does the setting mange the administration of medicines and providing personal care?**
* We have policies and procedures in place
* Recording and signatures when administered
* Consent forms
* Medicine is locked away in a cabinet out of reach from children.
* We have all official PACEY documentation.

We have policies and procedure for personal care including:

* nappy changing
* hand washing
* toilet training

we ensure that the children have respect and dignity at all times, older children require privacy for changing and the toilet so have a sign on our door which the children know means that it is in use.

1. **What support is there for my child’s personal social and emotional development?**
* Offering praise and encouragement often
* Encourage independence
* Ensure that the children have dignity and respect
* Individual beliefs and cultures are aimed to be understood and carried out
* We visit toddler groups, community events, swimming and eating at different venues.
* We all sit at the table together to eat
* We encourage sharing and taking turns
* Encourage group activities and the development of friendships
* We support school events which can help with introducing the transition period to school.
* We have a good working relationship with the local school and pre-school and we network to share opportunities in training venues and equipment.
* We encourage manners and aim to be good role models for the children.
* We have a good understanding of each individual child and provide comfort and support when appropriate.
* We use positive language and provide a happy atmosphere/environment; we also work well as a team.
* We talk to the children to find out interests and support the children.
* We ensure that children have a prepared induction so they get used to us and the setting.

**What specialist services and expertise are available at or accessed by the setting?**

1. **Are there any practitioners at the setting with previous experience of supporting children with SEN and do they have relevant training/qualifications.**
* Paediatric first aid
* Somerset total communication
* Understanding epilepsy
* Adoption attachment training
* SENCO training
* ENCO training
* CAF training

Before registering as a chilldminder I (Charlotte) supported adults with learning disabilities for 24 years therefore undertook training in autism, behaviour and the importance of communication. I have a good understanding of some needs children may have with SEN and disabilities.

1. **What other services does the setting access, including health, therapy and social care services.**

At the present time we do not support children with SEN needs but previously we have been involved in feedback with health professionals and social workers have visited to meet us and observe the children they support at the setting.

We are willing to undertake training/ knowledge and access therapy to support individual children’s needs.

**How will my child be included in activities outside the setting including trips?**

1. **Will he or she be able to access all of the activities at the setting and how will you help him or her to do so?**

At the present time we are not wheelchair accessible but this could be possible with some small alterations. We have a seven seated vehicle which would have room to transport a wheelchair. We regularly use a local beach hut that is able to support children with SEN and disabilities. The outside area at the setting is a large flat area and is easily accessible.

1. **How do you involve parent/carers in planning activities and trips?**

We will inform parents of any planned trips and activities. We will let you know of any clothing the children may need e.g. swimming costumes. We encourage parent feedback and suggestions, in the past parents have told us about places they have visited and we like to try them out.

**How accessible is the setting environment?**

1. **Is the building fully wheelchair accessible?**

The current setting is not fully wheelchair accessible, requiring some adaptations.

1. **Have there been improvements in the auditory and visual environment?**

We have a visually stimulating play room but have not made any changes for auditory impaired children at the moment.

1. **Are there disabled changing and toilet facilities?**

We do not have any disabled toilet and changing facilities at the current time.

1. **How does the setting communicate with parents/carers whose first language is not English?**

We have used photographs, written communication and non-verbal communication (signing) .

1. **How will you ensure that my child is able to communicate their needs and wishes in your setting ?**

We would find out the level of understanding of the individual child and discuss with parents the best way to help them to communicate. We can use Somerset Total Communication symbols, photographs and objects of reference.

1. **How will you help my child to understand other people’s communication and important messages?**
* We would ensure that we talk clearly and at a level of understanding related to the child.
* We can communicate with actions and demonstrations.
* We can use objects of reference, photos, signs and symbols and hand gestures.
* We will introduce a routine to your child so that they can get to know what comes next in the day.
1. **How will you help my child to build relationships and make friends?**
* Introduce them to other children from other settings
* Always address your child by name
* Encourage sharing and including in each other’s games
* We eat together
* We have a mixed age group of children
* We do a lot of social activities and team work
* At our annual Christmas party, the children will meet other children who may attend the setting on a different day
* We celebrate birthdays and religious events
* We discourage negative behaviour towards others
* We are good role models
* We introduce children to pre-school and school events.

**How will the setting prepare and support my child to join the setting, transfer to a new setting or move on to school?**

When starting our setting we will:

* + Complete contracts
	+ Ask for additional information
	+ Request routines/ dietry needs/ comfort needs
	+ We ask for likes/ dislikes/ hobbies/toy preferences
	+ We ask for as much information about your child as possible
	+ We have introduction visits here you may choose to stay with your child or leave them for an hour to familiarise themselves with the team and environment
	+ We are very flexible with your needs
	+ We will introduce children to staff by their first name and remind them of our names to help them to feel comfortable.

In the next stage or transition either to school or pre-school we will:

* + Take them to school pick-ups so they recognise the setting (if it is the local setting they are attending next)
	+ The term before they start we will take them for visits and stay for an afternoon or a period of time so they can familiarise themselves in their surroundings and feel comfortable.
	+ We link in with staff training at the local school and pre-school
	+ The pre-school have used our facilities in the past for a visit
	+ With parents’ consent we share pathways and observations to provide a holistic view of your child’s development and progress
	+ We attend school events
	+ We regularly have conversations with parents to ensure the transition is as smooth as possible.
	+ We have a transition book for pre-school children to look at with an adult, this includes pictures of staff and the rooms at the pre-school.

**How is the decision made about what type and how much support my child/young person will receive?**

The decision will be made by the staff at the setting, the settings SENCO and you as the parent/carer. The decision will be based on the previous knowledge of the child, observation and recordings of progress and what additional support is identified. The area SENCO may be involved in meetings and transitions involving individual children. There will be regular discussions and meetings with you about progress and target setting. We will regularly review our effectiveness and support that we provide for each parent/ carer and child involved.

**Who can I contact for further information?**

The first person to contact would be the setting’s SENCO. All staff members are available on the phone or for a face to face conversation any time throughout the day. All staff members are involved in your child’s education we work as a team to plan and record for each child.

All contact information is on our website.