

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?

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

Steady Steps Pre-School

OFSTED UNIQUE REFERENCE NUMBER:

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS, CARERS, STAKEHOLDERS: YES/ NO

LOCAL OFFER SUBMITTED BY:

Name	
Date	
Signature	

Steady Steps Pre-School and Nursery is a parent committee business that provides education and care for children 2, 3, 4 year olds

Nursery can have up to 16 children – 2 year funded and non-funded

Pre-School can have up to 40 children- 15 hour funded and 30 hour funded

1. How does the nursery know if children need extra help and what should I do if I think my child may have special educational needs or disabilities

- We can accommodate children that have identified needs and will seek funding to ensure they receive a tailored and individual program to support their time in group.
- Children that attend the Nursery/Pre-School can be identified as having SEND through a variety of methods:
- Home visits- used to build up lines of communication and develop a partnership with the parents, this is an ideal opportunity to talk in a relaxed environment as you know your child better than anyone, if you have any concerns or worries we can pass them onto relevant people i.e. manager, SENCo (special needs co-ordinator), EHCo (Emotional Health co-ordinator) PANCo (Physical and nutritional co-ordinator) and key person
- Once your child is in our setting we spend time monitoring them and observing them, within an 8-week period your child will be assessed and a 2-year check will be carried out in the Nursery and at the end of the settling in in the pre-school any concerns will be shared with the relevant people and a meeting will be set up with the parent
- We hold regular staff meetings ensuring that every child has a voice and enabling us to have consistent approach with each child
- All our staff are trained and skilled practitioners and are working towards level 3 or above

2. How will early years setting staff support my child?

- The setting has built up good relationships with external agencies working together in a partnership to support your child, we work closely with the Area INCo, Speech and Language Therapists, Educational Psychologists, Teacher Advisors for hearing impairment and physical disabilities, when required we are able to hold team around the child meetings to ensure the child is at the centre of everything and all agencies are consistent in their approach
- The SENCo implements CSP'S (child support plans) for each child and will work closely with their key person to achieve targets set, these targets are discussed with the parents and reviewed dependent on each case.
- They will get access to either one to one time or small group activities tailored to support and extend their learning
- Parents are encouraged to contribute to their child's learning through Tapestry- an online journal to share achievements and activities from home

3. How will the curriculum be matched to my child's needs?

- Each child is treated as an individual and their development is guided by a key person that is aware of that child's level and attainment, they set achievable goals and through scaffolding and an environment that is inclusive to learning the child is supported and guided until they are made ready for school.
- Each member of staff is able to differentiate all activities to ensure that each child's capability is reflected enabling a child's participation and enjoyment.
- All staff have an understanding of the Early Years Foundation Stage (EYFS) and are able to relate, link and assess children in accordance with guidelines and legislation
- The setting has two rooms that are geared to support the children in it and the staff in each room have a good understanding of expectations of their specific age group, the resources and activities are tailored to suit the children offering them scope to extend their learning
- We are a Makaton group which supports communication and is consistent across the two rooms
- The children's needs and interest are reflected in their learning

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?

- We encourage you to work in partnership with us and open up lines of communication

through letters, Tapestry, face book, website, notice board, text service, face to face meetings and termly parent's meetings

- If your child has a more complex need we can implement an EHCP Education Health Plan or IPA Inclusion partnership agreement
- At the end of each term you are invited to a parent meeting to discuss an End of Term Report that has been put on your child's tapestry it is ideal opportunity to discuss next steps and talk about any concerns
- In the Nursery after a settling in period each child has a 2-year assessment carried out on them they are based around the three prime areas of the EYFS personal, Social and Emotional Development, Physical development and Communication and Language, this enables us to identify any areas that need intervention early
- In the pre-school each child has a settling in period where the child is observed and assessed enabling us to identify any areas that need intervention using the prime and specific areas
- CSP (Child support plans) are reviewed with parents to discuss if the targets have been met and to set new ones that are achievable

5. What support will there be for my child's overall well-being?

- The group has comprehensive policies to support you and your child including behaviour management, special educational needs and equality inclusion and valuing diversity policies.
- Your child's well-being is paramount to us we do everything to ensure that your child learns and develops in an atmosphere that makes them feel safe and welcome carrying out regular assessments to provide evidence for parents to see on tapestry.
- Any problems or concerns are dealt with swiftly as a team, your opinions and views are valued as you know your child better than us.
- Resources are available to build on self-esteem and confidence and small group work supports making relationships, communication and sharing and turn taking.
- We have EWCo in group that spends time supporting children with specific emotional needs, divorce, death, night terrors, low self-esteem, deployed parent, new baby and staying safe they have programs geared towards each child's specific needs. This service can be instigated by key person or parent following a referral system
- All our staff are paediatric first aid trained and can access any training required to administer epi-pens, deal with epilepsy we set up a detailed incident log and ensure all staff are aware of their roles in the case of an emergency
- Children have a voice in our setting and are encouraged to share their views and opinions on what goes on in the setting, selecting resources and activities
- Planning is built up around the children's interest

6. What specialist services and expertise are available at or accessed by the early years setting?

- The setting can access any specialist support or advice required to enable you and your child to feel safe and happy in our environment.
- We have the support of the Area INCo who can provide us with relevant information and help us make referrals to outside agencies.
- We have a separate room away from the children that any visitor to group can access to discuss individual children or carry out an assessment

7. What training have the staff supporting children with SEND had or are having?

- Sen code of practice
- health of the child
- Early Play skills
- Positive approaches to challenging behaviour
- SEN induction plus

- Portage workshop
- CAF Training
- Speech and Language workshops
- Vision impaired
- Hearing impaired
- Makaton
- Inclusive practice
- Putting children first
- Communication Matters
- Senco support groups
- Thomas Training
- On line training courses
- Autism
- We are open to new ideas and are keen to access any training and implement new skills to support children with additional needs

8. How will my child be included in activities outside the early years setting including trips?

- We aim to include all children in any off site activity
- All activities are risk assessed that take part outside the setting, they are geared around the capabilities of all our children and we ensure additional support required is given to individual children enabling them to fully participate and enjoy our woodland schools, trips to the hall, visits to climbing apparatus and any other outings that come up.

9. How accessible is the early years setting environment? (Indoors and outdoors)

- The pre-school is accessible through the main door unfortunately we have steps to both outside areas; however, any child is able to access the garden area by going around and through the gate.
- We have a fully functional disabled toilet
- The rooms are set out so children can manoeuvre around
- The walls and displays are not too busy, this is conducive to providing a calm atmosphere to help with behaviour or children with poor eyesight
- We support children with English as second language with the support of EMTAS (Ethnic Minorities and Travellers Achievement Service)

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

- Transition is a key area in our setting to support all children make a smooth move into either the Nursery or the pre-school, from one room to another, to a different setting or onto school.
- We provide opportunities for children to come and play prior to their start date (open days)
- We have a settling in policy that is tailored to each individual child
- Every child has a home visit from their new key person.
- We have a comprehensive transition policy between each room which involves parents, child, key person and new key person this ensures that everyone is happy and have their say in the best way to make this move seamless and easy for the child.
- Transition to school is a four-way process us, the new schools, families and most importantly the child, we have an in-depth transition plan that is designed to ensure each child is valued and that they are supported and involved in this next step.
- Your child will be supported by their key person on visits to their new school
- We will set up an IPA (Inclusion partnership agreement with the child's school if it is required)
- We will share your child's Tapestry (Learning Journey) with the feeder school if the school

requires

11. How are the early years setting's resources allocated and matched to children's special educational needs?

- We accommodate two-year funded children 15 hours
- After a child's 3rd birthday they will receive 15 hours funding
- We are able to accommodate 30 hour funded children
- We can apply for SEND funding: this funding is to ensure each child is able to access the whole environment, one to one support if required and purchase specialist resources and equipment
- We ensure that all children that have SEND have their needs met to the best of the Nursery and Pre-School ability

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

- The SENCo and keyperson will meet regularly to discuss your child's needs and tailor support that is appropriate
- Decisions are only agreed when all parties involved with the child have been consulted
- Each child that has SEND will have a CSP (child support plan), this is reviewed regularly to ensure targets are being met. Parents will be met on a termly basis to discuss progress being made.
- Progress is assessed against the Early Years Foundation Stage
- Outside agencies will supply reports and attend team around the child meetings to ensure consistency

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

- We are a committee run Pre-School so actively seek parent's involvement, either as trustee or fund-raising member
- we have an open-door policy where you are invited to come in and play at any time.
- Questionnaires are regularly put out to ask for your thoughts and views about what is going on in the setting
- Parent volunteers are welcomed and valued
- You are valued as your child's key educator so you will be paramount in all decisions made

14. Who can I contact for further information?

- Mrs Julie Pickthall (manager)
- SENCo for a meeting prior to your child starting
- Look at our website and read our policies