



## Local offer

This document is designed to show what our setting offers to all parents and their children who attend, but in particular, it is to show what we offer to children and their families with Special Educational Needs and/or other disabilities.

### Identifying special educational needs in children

- On-going observational assessments made of all children and linked to the 'Development Matters' ages and stages of development.
- Each child has a 'key person' who is responsible for the updating of records which are shared with parents.
- Parents can approach their child's key person at any time to discuss any concerns they might have about their child.
- The key person will discuss with parents any individual need they have identified and will plan with the child's parents to support future learning and development.
- We have trained Special Educational Needs Co-ordinators (SENCO) who can offer advice and support to both key person, parents, child and all setting staff. It is part of the SENCO's role to liaise with other professionals to seek advice and support if necessary, with parental permission.
- We have access to the support and advice of an Area SENCO and Early Years Advisory Teacher with parental permission.
- Often other professionals identify a child's need, for example, a Speech and Language Therapist, Health Visitor or Paediatrician. We welcome their reports to help us plan for the child's individual needs.
- If special needs have been identified prior to entry to the nursery, the SENCO will discuss these needs and any involvement of other professionals with the parents.

### Joining the nursery

- All children assigned a key person.
- Parents can stay to begin with, if they would like too.
- 'Welcome' book and 'All about me' booklet to be sent with parents and child to share at home.
- We will contact any professionals involved, with parental permission, to help with continuity and transition.
- Any relevant documentation from previous settings or professionals involved with the child to be shared with the setting to help continuity and transition.
- Settling in sessions can be organised to suit.



## Starting school or moving to a new setting

- Have nursery/school meetings to discuss child's needs, transition plan.
- Encourage parent and child visits to new school.
- Pass on all relevant documentation such as Individual Learning and Provisional Plans (ILPP) and learning record.
- Liaise with other professionals involved to ensure smooth 'hand over' of continuing care.

## Staff Roles

- All staff are inclusive, positive and welcoming. We encourage a positive approach and try to be as flexible as possible around routines and the environment for all children.
- Key person is the main point of contact. The notice board has a list of every child and who their key person is.
- The nursery owner, who is also the Special Educational Needs Co-ordinator (SENCO) is also available to offer advice and can signpost parents to other professionals such as the area SENCO, local Children's Centre staff and Early Years Advisory Teacher.
- Personal Health Care Plans will be observed and staff can undergo training regarding administration of medicines. All staff are 1st Aid Trained.
- All staff are trained to a minimum of Level 3 in Child Care and have worked within the Early Years age range for many years.
- All staff can access specific training if necessary.

## The suitability of the nursery environment

- Disabled access to both outdoor areas.
- Visual timetables available for all children and can be made specifically to suit child's individual needs.
- Toys at child level, easily accessible allowing independence.
- Staff used to adapting activities to meet the needs of individuals.
- Experienced staff provide good role models and encourage all children to reach their full potential.
- Use of ILPP's and Learning Records enable key person to plan activities, routines and the environment for the individual and ensure child is reaching their full potential.

**Above all we will listen and do our utmost to support you however we are able.**