

Local Offer Policy

Reviewed: October 2024

(Produced following the Local Authority's guidance notes)

What should a parent/carers do if they think their child has special educational needs?

If parents/carers have concerns about their child before their child starts at Pen Green or Kingswood, they can discuss their child with their Family Worker during their initial home visit. If their child has already started in the setting and they are concerned about them we ask parents/carers to speak to their child's Family Worker who will then, if necessary, discuss the concerns with the Special Educational Needs Co-ordinator (SENCo) or Special Educational Needs Support Worker.

The SEND team alongside parents/carers and the child's Family Worker will follow our Assess, Plan, Do, Review plan.

Staff supporting children with SEND

All Family Workers will work with children and families to provide the most appropriate support. There are also individual staff that offer specific support:

- SENCo for Pen Green – Angela Prodger
- SEND Lead– Amy Devine
- SENCo for Kingswood Community Nursery – Amy Devine

How will the Centre staff respond to the parents/carers concern?

The Family Worker will meet the parents/carers to discuss the concerns, make observations of the child during their time in the setting and arrange a further meeting with the parents/carers to discuss any action.

The staff will do all they can to understand the parents/carers concerns and offer appropriate support.

How will the staff decide if a child needs extra support?

The Family Worker will discuss and describe the SEND process. The Family Worker and SENCo/SEND Lead will make the decision what action needs to be taken following the observations of the child. Setting based support will be implemented, if necessary, with discussion and input from the parents/carers.

What will the staff do to support a child?

Family Workers in the setting (Nursery, 0-3s, Crèche, Kingswood) with support from the SEND Lead and parents where possible will agree an action plan with specific targets for the child's learning and development.

The cycle is called: Assessment of Needs: Plan, Do, Review. The workers will plan targets for the child, carry out the targets with the child and review the targets.

Monitoring of the targets will be ongoing and a formal review with parents/carers will be held each term (or as appropriate).

Who supports a child in the setting?

All staff in the setting are trained and qualified to work with young children. The child's Family Worker will hold overall responsibility to support a child that has a particular need but other staff in the setting will also work together to support the child.

What training and experience do staff have for the additional support of a child with additional needs?

All staff are qualified and experienced to effectively support children in the Early Years Foundation Stage. Some staff have undertaken specific training to support children with identified needs. Some have expertise in language and communication, multi-lingual learning, ICAN (speech and language), Makaton (Sign language), Elklan – Communication Friendly Setting, autism.

Who else might be involved in supporting a child?

A wide range of external support agencies may be involved in supporting children with SEND including: The Early Help for Disabled Children Team (EHDC) they provide support for children with disabilities and their families aged 5-18, Specialist Support Services, Education Psychology Service and local Children's Centres for children aged under 5 years, Occupational Health, Speech and Language, Physiotherapy, Teacher for the Deaf, Visual Impairment Team and Community Paediatrician. An Early Help Assessment (EHA) may be offered to co-ordinate all the support services for the benefit of the child and their family.

What support is available for a child's emotional and social well-being?

Personal, Social and Emotional Development is a prime area of the Early Years Foundation Stage Curriculum (2024), and all children are fully supported with this. When necessary, staff will be involved in specialised training for example administering medication for children who have conditions such as epilepsy.

How will a child be involved in the process and be able to contribute their views?

We work hard to seek and hear the views of all children in the setting and the children are fully involved in their learning opportunities. The staff often share the children's observations and celebration of achievement files with them.

How will the curriculum be matched to a child's needs?

In the setting the children have access to a range of development and learning opportunities, these experiences reflect the Pen Green curriculum and the seven areas of learning and development as outlined in the Early Years Foundation Stage (2024). This is a differentiated curriculum where children are taught according to their interests and needs as well as with regard to their age and stage of development. (See A Celebratory Approach to SEND, 2021 – Pen Green Website).

What opportunities will there be for a parent/carer to discuss their child's attainment and achievement?

SEND review meetings are held termly, there are also parent events where children's achievements are discussed, and their celebration of achievement files shared with parents/carers.

Staff will also discuss with parents/carers their child's development and progress during home visits and daily chats in the setting. Should parents/carers want a more detailed discussion, workers will arrange to meet with them in the setting or in their home to further dialogue about their child.

How does the setting know how well a child is doing?

All children are assessed throughout their time in the setting. They are assessed using a range of information gathered through; observations, work, involvement in experiences and information from the parents/carers about what the child does at home. Workers consider the range of information and their professional knowledge of the children to make assessments and monitor each child's progress.

Children are observed during their time in the setting and their progress is monitored during the year. Staff take photographs, collect video vignettes, and write narrative accounts of the children during their learning which are used to collate each child's celebration of achievement file. Parents/carers are encouraged to contribute to these files and take them home to share with their child and their extended family.

How will a child be included in activities and experiences outside the nursery environment including offsite trips?

Our setting is an inclusive environment, and all children are offered the opportunity to participate in activities and experiences outside the usual environment. When necessary extra adults and parents/carers will be invited to support us during the outing. (See off-site visits policy and procedure).

How accessible is the school environment?

Our setting has allocated disabled parking and disabled access. In addition, we have disabled toilet facilities and a lift to ensure upstairs rooms are accessible.

How accessible is the curriculum?

The Pen Green curriculum and learning opportunities supporting the seven areas of learning and development (Early Years Foundation Stage, 2021) are accessible to all children; our aim in the setting is to create an inclusive learning environment where all barriers to effective learning are removed.

How will the setting prepare and support a child to make the transition from home and help them to feel they belong in the setting?

Parents/carers will be offered a home visit prior to their child starting in the setting. Their child's Family Worker will arrange a visit to the parents/carers home to meet their child and talk to the parents/carers. We encourage parents/carers to come into the setting and have a look around with their child. If it is helpful the SEND Lead will also visit with the Family Worker to gain a deep understanding of the child's needs and how we can support the child to successfully settle into the setting.

We then ask parents/carers to stay for a two-week settling in period when the child starts in the setting. This helps the children to get to know their Family Worker, make connections with other staff and children and also gives them a sense of the rhythms and rituals of the session. If children need additional settling in time Family Workers will always negotiate this with the parents/carers.

How will the setting support a child to transition to a new setting or to school?

When children are making the transition from Crèche, Nest or Couthie to nursery the workers visit the spaces with the children and help to establish a link to the child's new Family Worker. The Family Worker in nursery will carry out a joint home visit and ask the parents to support the child's settling in.

When children are transitioning to school the children's new teachers are invited to visit the children in nursery, we offer a network transition meeting for teachers to come and meet Family Workers and we offer a transition visit for the children supported by their Family Worker into their new school. New teachers are also invited to attend SEND review meetings.

How can a parent/carer be involved in supporting their child?

We will always share targets with parents/carers including ideas of how to support their child's learning and development in the home as well as gather parent's/carer's views on how we can most appropriately support their child in the setting.

How can a parent/carer access support for them and/or their family?

The Local Authority website www.northamptonshire.gov.uk provides further information about SEND as well as other useful support services. Staff will always work with families to identify and signpost to specialist support when necessary.

Who can a parent/carer contact should they need further information about the setting and the support available for their child?

Parents and carers can call main reception on 01536 400068 or pop into the Centre and ask to speak to our SEND Lead.