

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

Skylark Pre-school

OFSTED UNIQUE REFERENCE NUMBER:

EY109792

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

LOCAL OFFER SUBMITTED BY:

Name	Penny Carr
Date	14 March 2018
Signature	

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?

At Skylark we carry out observations on all the children in the setting and this links to the Early Years Foundation Stage development matters ages and stages of development. This can and may help us to identify the individual needs of the children. Observations are discussed with your child's keyperson, **Special Educational Needs Coordinator (SENCO)**, **Behaviour Coordinator (Beco)** and the Supervisor.

Every child will be given a named keyperson but all staff are involved with the care of all the children. The keyperson's role is to develop a caring, trusting and sensitive relationship with parents/carers and children to enable sharing of information and track the progress and development of the child. We operate an open door policy should you wish to speak to your child's keyperson at any time or have any concerns about your child's development you wish to discuss. Any concerns or needs regarding your child that we identify we will discuss with you in private. Working with you we will devise a plan to support your child's learning and development. We may if needed with your permission seek outside professional help and advice

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

Skylark offer parents/carers and their children settling in visits to allow you, your child and staff to get to know each other. A parent pack and information sheets 'all about me' are given to complete to help us build a profile of your child and set up a learning journal for your child. This along with observations and assessments will help us plan and support the needs of your child's development and plan next steps. We send home observations sheets for you to fill in and share with us your child's interests so we can include this in our planning to build on your child's strengths. We encourage parents to come in and meet their child's key person to view their child's learning journal and discuss their progress and development at any time. We work with parents and local relevant agencies where the need arises who may offer advice and suggest strategies to help support your child's needs while at the setting. This maybe **Speech and Language Therapist (SALTA)**, **Portage**, **Individual Education Plans (IEPs)**, **Educational Psychologist (EP)**, applications for funding, resources and equipment. Regular meetings with parents are held at least every 6 weeks to review, discuss and update progress and plan the next steps of the child.

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

Skylark use the Statutory Framework for the **Early Years Foundation Stage (EYFS)** development matters ages and stages of development:

- **Personal, Social and Emotional Development (PSED)**
- **Physical Development (PD)**
- **Communication and Language (CL)**
- **Literacy (L)**
- **Mathematics (M)**
- **Understanding the World (UW)**
- **Expressive Arts and Design (EAD)**

Planning is worked around the interest of the child and adapted so all children can take part. The child's learning journal records the progress and development of your child and help us plan the next step for your child. Regular reviews will be held depending on the needs on the child. This

may be weekly, every 6 weeks, and ½ termly or termly. IEP's, PRAMS (**P**rogress **R**ecording and **M**onitoring **S**ystem) helps us to track and record the children's progress to show which age phase the children are securely working within and progressing.

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?

Your child's learning journal will contain observations, assessments and photographs to record their development and progress. Any areas found needing support will be worked on and support given. Observation sheets are sent home for you to fill in and contribute to your child's learning journal, sharing information to help in your child's learning and development. Skylark carries out 2 year progress checks on the children on or near to their second birthday. We operate an open door policy and parents are welcome in to the setting at any time to discuss your child's progress. We also welcome parents/carers helpers. This allows you to stay with your child, help and see how they are developing. We aim to work with parents/cares to keep the same routines and boundaries in the setting to those your child uses at home within reason. We send home regular newsletters and display notices on our parent's notice board.

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

The staff at Skylark are **Criminal Records Bureau (CRB) / Disclosure and Barring Service (DBS)** checked. Hold level 3 or 4 safeguarding training renewed every 3 years. The Lead Practitioner Safeguarding attends regular support group meetings to keep updated and cascades this to staff. All staff are Paediatric first aid trained renewed every 3 years. SENCO attends regular support groups meetings and training. Skylark has a range of policies which are reviewed annually which include, settling in, medication, equal opportunities, discrimination, behaviour management, nappy changing. Medication can be administered in accordance with the medication policy and the Medication Permission form which is signed. The form will be filled in recording the medication, dosage, expiry date, time and signed by staff administering the medication, two members of staff will check information. On collecting your child you will be asked to sign the form. Health care plans can be adapted to meet the needs of the child and training attended should the need arise. Should there be any display of behaviour management issues the BECO will work with you and your child to provide a consistent and planned approach using the ABCC (**A**ntecedent **B**ehaviour **C**onsequence **C**ommunication) form to observe and assess the behaviour and put strategies in place to support them and include them in all activities. A behaviour plan may be used to help support and this will be discussed with you and reviewed regularly. Any extra training to meet the needs of the child will be sought.

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

Skylark are happy to work with and alongside any outside specialist involved with the care of your child. We have access to the following services

- SaLTA – Speech and Language Therapists assistants
- Area INCO-Area inclusion coordinator
- CSST-Children Centre Support Teacher
- 2 year Support Worker

- SENCO-Special Educational Needs Coordinator
- BECO- Behaviour Coordinator
- EYAT- Early Years Advisory Teacher
- EP- Educational Psychology
- EMTAS- Ethnic Minority and Traveller Achievement Service

We are willing to seek help and advice from any agencies and develop links to ensure your child receive the support they need.

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

Staff have attended training in the following areas:

- First aid renewable every 3 years
- Auto injector
- Health and safety
- Food hygiene renewable every 3 years
- Behaviour management
- Makaton- signing to support children with limited speech
- KOT (Keep on Talking)
- SENCO and Safeguarding regular updates
- Level 3 Early Years Care and Education
- Levels 3 and 4 Safeguarding
- BTEC Level 3

All staff are continuously updating their knowledge and training information being cascaded to other staff members at staff meetings.

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

Risk assessments are carried out before any trip away from the setting is undertaken. All children are welcome and sometimes parents are invited to attend. A first aid kit, drinks, any medication your child may need and the works mobile phone with all emergency contact details will be taken. Activities will be adapted so all children can take part; child to adult ratios will be adhered too.

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

Skylark can be accessed via the front door or a ramp and patio doors at the back of the building and all rooms are on the ground floor. There are nappy changing facilities in the bathroom. The garden area is covered in artificial grass. We offer sensory play for the children, play dough, pasta, rice, material, water, sand to name a few. Visual signs around the setting help children to find resources

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

Skylark offer introductory visits for parent/carers and children prior to them starting. This enables the exchange of information and for you to ask any questions on how your child will be cared for and any needs they may have and care routines in place. There is a settling in policy in place. These sessions can be attended with your child and gradually reducing the length of time spent with your child until you feel comfortable in leaving them. The length of time varies from child to child. This settling in period gives us a chance to find out likes, dislikes, fears, comforter and individual needs.

When moving on to a new setting or school visits with your child's keyperson can be arranged to make the transition process suitable for the needs of the child. A book containing photographs of the new setting can be arranged to help the child familiarise themselves with the new setting. The child's periodic progress reports, IEPs, Record of Development (RDS) will be passed on to the new setting.

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

Skylark is part of the Naval Under Fives group of settings and being a registered Charity has limited funds available for resources and equipment. We are however able to apply for additional funding from various sources to help in meeting the needs of your child. We accept the government's 2 year and 3 year funding which entitles your child to 15 hours free childcare a week.

Child's Birthday	When Funding Can Start
1 January - 31 March	1 April
1 April - 31 August	1 September
1 September - 31 December	1 January

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

The decision on how much support and the type of support your child will receive will be based on observations and assessments by your child's keyworker, SENCO, and BECO which will be linked to the EYFS and discussed with you. Any outside agencies/professionals involved with the care of your child are also involved in the decision making. Working together we can work out a plan to support your child at home and in the setting. Any support that is put in place will be monitored and targets reviewed to ensure your child is reaching their goals. Any reports from outside agencies and professionals who are working with your child will be used in planning to support your child. Any IEPs in place will be discussed with parents and monitored and reassessed every 6 weeks, ½ termly or termly depending on the needs of the child.

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

Parents/cares are welcome in the setting and are if they wish able to become a parent helper at any time. Stay and play days can be arranged for parents/carers. A parent rep is asked for feedback which is taken to Supervisors meetings with the coordinators. Contributing to your child's learning journal via the observations sheets and my news sheets. Home Link books keep you informed of your child's day and can be used for you to inform us of any needs or changes in the needs of your child. We are always looking for parents to help with fundraising ideas. Parents/carers play an important part in sharing information, needs and requirements of your child's needs and keeping the care of your child up to date. Newsletters are sent out every term, texts are used to send some messages to parents who prefer this method.

14. Who can I contact for further information?

Any member of staff can be contacted, your child's keyperson is available to speak to meetings can be arranged to suit you. Your health visitor, local children's centre, Area Inclusion Coordinator, Portage, Service for Young Children, Social services, Hampshire Service for Young Children.

<https://www.hants.gov.uk/childcare>

<http://www3.hants.gov.uk/education/emtas/travellers/traveller-support.htm> EMTAS

http://www.hantslocaloffer.info/en/Main_Page -send local offer

<http://www3.hants.gov.uk/childrens-services/families/parentsupport.htm> - parents support

<https://www.gov.uk/government/publications/a-know-how-guide-the-eyfs-progress-check-at-age-two>

<https://www.gov.uk/schools-colleges/early-learning-childcare> - Early years foundation stage

<https://www.gov.uk/free-early-education-2-3-and-4-year-funding>

<http://www3.hants.gov.uk/library/computers/boardmaker.htm> -communication display maker

<http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>

<http://www3.hants.gov.uk/childrens-services/specialneeds/shortbreaks.htm> For children and young people with disabilities and/or additional need

<http://www3.hants.gov.uk/familyinformationdirectory> -Family Information Directory

coord@navalunderfives.org -email Naval Under Fives

Children's Centres Gosport	
The Tree House and Little Waves Children's Centre	Forton, Elson, Hardway, Alverstoke, Brockhurst, parts of Leeslands
Haselbridge Children's Centre	Town, Anglesey, Christchurch, Leesland, Privett, parts of Brockenhurst, parts of Leeslands
Sure Start Rowner and Stubblee Hill Children's Centre	Grange, Rowner and Holbrook, Lee West, Lee East
Haven Children's Centre	Bridgemary South, Peel Common, Bridgemary North