

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER**

**EARLY YEARS EDUCATION PROVIDER NAME:**

Spoonbill Under 3's

**OFSTED UNIQUE REFERENCE NUMBER:**

1093972

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

**LOCAL OFFER SUBMITTED BY:**

<b>Name</b>	<b>Michelle Jeffryes</b>
<b>Date</b>	<b>8/2/18</b>
<b>Signature</b>	

### 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 Spoonbill we carry out observations on all the children which links to the Early Years Foundation Stage, Development Matters and ages and stages of development. This helps us to identify the individual needs of each child. 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 as well as tracking 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 may identify will be discussed with you in private. We will then work with you on 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?

Spoonbill 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. An online learning journal for your child is then set up for you to be able to access at any time. Observations, assessments and photos will be uploaded to this and these will help us plan and support the needs of your child's development and plan their next steps. As parents you will be able to add your own photos and observations to your child's learning journal which will help us get a better understanding of your child's interests so we can include these in our planning and build on your child's strengths. We encourage parents to come in and talk to their child's key person about their learning journal and discuss their progress and development at any time. We work with parents and local relevant agencies when 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?

Spoonbill use the Statutory Framework for the **Early Years Foundation Stage (EYFS)** development matters ages and stages of development concentrating mainly on the prime areas

- **Personal, Social and Emotional Development (PSED)**
- **Physical Development (PD)**
- **Communication and Language (CL)**

We do however touch on the specific areas

- **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 place. The child's learning journal records the progress and development of your child and helps us plan the next step for your child. Regular reviews will be held depending on the needs of 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) help us to track and record the children's progress to ensure they are working within the correct age and stage of development. We also use the **Keep on Talking (KOT)** to help monitor early communication and language development.

**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 online learning journal will contain observations, assessment's and photographs which record their development and progress. Any areas found needing support will be worked on and support given. Parents are encouraged to upload observations and photos onto the journal which will contribute to their learning and development and include you, as parents with sharing information. Spoonbill 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 which allows you to stay with your child, help and see how they are developing. We aim to work with parents/carers 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 the board outside the setting.

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

The staff at Spoonbill 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. Spoonbills have 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 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?**

Spoonbill are happy to work with and alongside any outside specialists 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 receives 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

- Supervisor holds a Foundation Degree in Early Years
- 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
- National Nursery Examination Board (NNEB)

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 undertaking any trip away from the setting and all children are welcome and parents invited to attend. A first aid kit, drinks, any medication your child may need and the wor'ks 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)**

Spoonbill 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?**

Spoonbill 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. Any needs they may have or any particular care routines that are already in place can be discussed at this time. There is a settling in policy in place. These sessions can be attended with your child, 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 the chance to find out their likes, dislikes, fears, comforter and individual needs.

When moving on to a new setting or preschool 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 setting. The child's learning journal, 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?**

Spoonbill 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 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 discussion 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/carers are welcome in the setting and can become a parent helper at any time should they wish to. Stay and play days can be arranged for parents/carers. A parent rep is asked for

feedback which is taken to Supervisors meeting with the coordinators. Contributing to your child's learning journal online is a great way of being involved and keeping staff up to date with any interests your child may have outside of the setting. Daily diary sheets keep you informed of your child's day and 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 and emails are used to send information home too.

#### 14. Who can I contact for further information?

Any member of staff can be contacted, your child's keyperson is available to speak to and 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.3hants.gov.uk/childcare>

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

[http://www.hantslocaloffer.info/en/Main\\_Page](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](mailto:coord@navalunderfives.org) -email Naval Under Fives

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