Guidance on Developing your SEND Offer

All early years providers should provide information regarding their SEND offer for children which will be part of the Local Authorities Local Offer. The SEND Code of Practice: 0-25 years states:

'Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'

This information should be in addition to general information about your setting and how to access the services you provide eg:

- What does your service do?
- Where is it located?
- Who does your service provide for?
- How can your service be accessed?

The table below details some of the information you may wish to consider including in your settings 'SEND Offer'. It has been devised as a series of questions from a parent / carers perspective.

How accessible is the setting?
In this section you need to state how accessible your setting is in regard to meeting the needs of all children and their families. Some possible statements you could use are: • Our setting is accessible to all, including those who use wheel chairs. • Our setting has an "Access plan" to build on and develop further our setting to ensure inclusivity. • We have disabled toilets and changing facilities. • Careful consideration is given to the planning of learning to enable as much access as possible. • We endeavour to have paper communications translated wherever possible. • We undertake careful planning to ensure language support is available to as many children with English as an additional language as possible. • We want all children to access curriculum opportunities off site, including trips. The class team meets with the parents/carers of a child with specific needs to plan how to make adjustments to ensure accessibility. A risk assessment would be written with the parents/carers if necessary.
How do you identify if a child needs extra help with their learning?
In this section state how as a setting you record individual children's progress throughout the Early Years Foundation Stage.

Some possible statements you could use are:

- Observations of children's learning and development, recorded in individual learning diaries which are accessible to parents.
- Continual monitoring of children's progress and more detailed assessment at key points through the year
- Liaison with parent/carers

Who will be working with my child and what are their roles?

In this section you can state the practitioners in your setting who will work with the children and also the other professionals who offer you advice and guidance.

For example: SENCo, Deputy, Manager, Support Workers, Early Years Portage and Inclusion Specialist, Speech and Language Therapist, Educational Psychologist.

How will I be able to raise any concerns I may have regarding my child's development?

In this section you can state how you encourage parental involvement in children's learning and the opportunities both planned and unplanned discussing and sharing concerns.

Some possible statements you could use are:

- Settling in period where you can discuss any concerns with your child's key person.
- Daily opportunities to talk to your child's key person if you have concerns.
- Parent Consultation Meetings
- Termly assessments which are shared with parents
- The 2 year Progress Check

What is the settings approach to supporting different children's needs and how will that help my child?

In this section you can state how you differentiate the Early Years Foundation Stage curriculum and how you fulfil the SEND Code of Practice 'graduated approach to children's needs.

Some possible statements you could use:

- All children are valued as individuals.
- The class/room team is responsible for planning activities and experiences and all play and learning is based on building on what your child already knows, can do and can understand.
- The key person will continually assess your child's learning, plan to meet possible needs that they identify and support them to make the best possible progress.
- If a child should make limited progress their key person will raise concerns with both the child's parent and the Special Educational Needs Coordinator (SENCO). The key person will plan specific activities to support your child, whilst continuing to work with you as the parent/carer and the SENCO.
- Specific group/individual activities could be planned by a teacher or practitioner. For example, an adult playing alongside your child as your child plays using specific strategies, such as

developing turn taking skills.

- Support from outside professionals could be sought. For example: an Early Years Portage and Inclusion Specialist, a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Paediatrician. Specific, targeted strategies which reflect the advice given from an appropriate professional can then be used. These strategies may be carried out in a 1:1 situation, playing alongside your child or in a planned small group.
- If your child has been supported as described above and has been identified as having a specific special educational need, we would discuss the development of a Support Plan (Non Statutory Education, Health and Care Plan) with you. The whole team supporting your child will be part of this.

How is the decision made about what type and how much support my child will receive? And how will I be involved?

In this section you need to state how you will involve parent/carers in any decisions regarding the level of support their child will receive.

Some possible statements you could use:

- Our setting receives funding for all children, including those with special educational needs and disabilities. Our setting plans how to meet individual needs using this base level funding.
- We can apply for more funding if a child has “different from and additional to” requirements. The team around the child will make this application. The Early Years Special Educational Needs Panel will decide the allocation of funding using the “Bristol Universal Descriptors”.

How will I know if my child is making progress in their learning?

In this section describe the opportunities you provide for parent/carers to discuss their child’s progress:

Some possible statements you could use:

- All children have a home visit before they begin attending. This is a time when practitioners can observe children and also when parents/carers can share their knowledge of their child.
- All children have parent consultations *state how often*. The staff team discuss their child’s progress with parents/carers. Parents/carers are also invited to share their views on progress and raise any concerns they may have, regarding progress and milestones.
- An open opportunity for parents/carers to come into the setting and share the learning diary with their child.
- If your child has a Support Plan (Non Statutory Education, Health and Care Plan) this will be reviewed three times a year. The progress children are making is compared to the targets set out in the plan. The targets are set by all the people, including professionals that work with the child.

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

In this section list the qualification profile of your staff team, including any additional training your SENCO may have attended.
Also you can state:

- There is a Staff Training Plan in place
- Staff skills are audited annually.
- Staff have training in: *Record examples such as Makaton, developing speech and language, the use of visual aids*
- We would seek to access training from outside professionals involved with your child who may provide individualised training where necessary.

How does the setting manage the administration of medicines and manage personal care?

In this section you need to state the processes in place to manage the administration of medicines / personal care.

Some possible you could use:

- We have a robust Administration of Medication Policy.
- Any specialist training to administer medication to individual children will be sought as and when required.
- The child's key person where possible is responsible for personal care of all children.
- Staff working in your child's room know all the children well ensuring all children are safe and secure.

How will my child be prepared to move onto the next stage within the setting or onto school?

In this section you need to outline your processes and practice to ensure a positive transfer.

Some possible statements you could use:

- We arrange to home visit all children before they start at our setting, unless there are extenuating circumstances and the parent/carer does not wish for this visit.
- Children joining us are given a transition booklet which explains what to expect and includes photos of the early years practitioners.
- When children move to a new setting or move on to the next stage of school, we plan a transition programme. This might involve visits from new practitioners / teachers or visits to the new setting.
- For children with SEND the SENCO of the next setting is invited to a review. Targets will be reviewed and consideration will be given to how the next setting can make provision to achieve the child's targets.
- A transition programme will also be decided upon at this meeting. This would include visits, photos and information for the parents/carers.

If a child may require a specialist setting in their school years, you or the setting may decide to request an Education, Health and Care Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future. The EHC Plan will have long and short term goals for your child. It will set out what support they need and how they will receive this support.