**SWANLEY KINDERGARTEN PRE-SCHOOL**

**LOCAL OFFER – WEF 19.6.19**

*How does the setting identify children with additional needs or SEND?*

Upon registration parents/carers are asked to complete an “All about me” booklet which provides the setting with information on both children’s strengths and areas for support. Using the Kent Progress Tracker children’s starting points are plotted using guidance from Development Matter and future planning is based on those starting points whilst incorporating their specific interests to aid learning. Children’s progress is tracked 3 times per year and meetings are held with parents/carers in February and June to discuss progress, any delays identified in learning and to agree on next steps. If a delay in progress is identified a target plan will be put in place in conjunction with our SENCO, Annette Morris, to provide support in that specific developmental area. Our SENCO has undertaken relevant, and up to date, training in order to provide support to the Key Person in working with parents. She also offers advice regarding making referrals to other professional, following parental consent. Since the Key Person has a strong relationship with both children and their families, they will attend the Local Inclusion Forum Team (LIFT) meetings to gain advice and make relevant referrals to Specialist Teaching and Learning Services in appropriate.

The statutory assessment of the “Progress Check at 2” is completed before the age of 3 years old and is a written document provided to the parents/carers to share with health professionals should they wish.

*How will I be informed/consulted about the ways in which my child is being supported?*

As soon as a child starts at the setting they are allocated a Key Person who will be involved from day one in building strong and positive relationships with both your child and you.

In order to provide support:

A contact book is provided to enable two way, day to day, contact.

Meetings are held regularly throughout the year where “Unique Profiles” are shared with parents/carers along with an opportunity to view their scrap books of observations.

Joint decisions on next steps should a targeted plan need to be put in place.

*How will the setting adapt the EYFS framework for my child’s needs?*

The EYFS is a statutory framework which enables key persons to plan for children individually. The children are observed, assessed and planned in the prime areas of development, **Communication and Language, Personal, social and emotional development and physical development** as well as in the four specific areas of development **Literacy, Maths, Understanding of the World and Expressive Arts and Design.**

Initially staff will concentrate on the Prime Areas of Development and should a child be identified as needing support in any of these areas the following examples of support will be put in place.

**Communication and Language**

The setting uses every opportunity to engage in sustained shared thinking with are episodes of two way conversations with children in a language rich environment.

Small targeted group activities are set up to encourage the use of language and sharing. We take advice from guidance such as “Every Child a Talker” and language interventions such as the I CAN Early Talk Boost programme.

Ideas are provided for parents to use at home and the setting works alongside the guidance of speech and language therapists in providing support both within the setting and at home.

**Personal, social and emotional development**

The setting seeks advice from specialist provision, advisers and health and other voluntary sectors to obtain advice and support.

Small targeted group activities, or individual activities, are put in place to promote well-being and resilience.

**Physical Development**

Links are built with specialist therapists, such as occupational therapists.

The layout of the setting enables it to be accessible to meet all children’s needs.

The staff within the setting have an understanding and awareness of environmental factors that can have a sensory impact on children. This includes noise and lighting.

Outdoor access is provided on a free-flow basis on a daily basis.

Children’s dietary requirements are provided for both at snack and lunch time.

*What teaching strategies does the setting use for children with additional needs or learning?*

The Environment – the learning environment is set up and adapted to provide conditions that will enable all children to attend, listen and be fully involved in their learning. Although the setting operates from a rented establishment and much of the environment is out of our control, the setting is neutrally painted, there is plenty of natural light and we provided soft furnishings and rugs/bean bags to promote a sense of well-being. Furniture is movable and areas are fenced off in specific areas including a quiet area and an area specifically designed for 2 year olds.

Resources – staff are trained to provide effective teach using a wide range of appropriate resources to support development in all areas. If specialist equipment is required, the SENCO will work with the key person to source out such equipment. Where children are receiving support from outside agencies, additional funding may be claimed to provide additional resources, train staff or provide additional staff cover. For example we have recently bought a number of sharing games to use with children who are eligible for Early Years Pupil Premium.

Teaching strategies – All staff are trained in early years practice and we use the Best Practice Guidance to support teaching. This guidance sets out different teaching strategies which can be used to support children, ie visual resources. This guidance is set out into universal, targeted and personalised levels to support children in the four broad areas of needs identified in the SEND code of practice namely, **Communication and interaction, Cognition and learning, Social, emotional and mental health and Physical/sensory difficulties.**

*What additional support does the setting provide for children with additional needs or SEND?*

Our SEND policy sets out the graduated approach we use to support children. If a child is not making expected progress through a targeted plan the Key Person may discuss with you the need to refer to outside services such as speech and language therapy. If a child begins to receive support from external agencies the target plan is amended to a personalised plan.

If required, parental consent would be obtained to refer to the Specialist Teaching and Learning Service through the LIFT where meetings are held six times per year. If the referral is accepted, a specialist teacher would visit your child to provide further advice and guidance and may make further referrals to other services, such as health and also provide support for your child in their transition to school. You would be consulted at all stages.

All staff are encouraged to complete Continual Professional Development where possible. Three members of staff have recently attended a course to support a children who has Type 1 diabetes and is insulin dependent. As a result, the child is able to attend and be fully involved in all the activities on offer.

*How will the setting monitor my child’s progress and how I will be involved in this?*

We believe the key person approach is fundamental for all children and the key person is responsible for guiding, monitoring and supporting the physical and emotional development of children in our care. This is especially important for children with have special or additional educational needs.

Your child’s key person will invite you to see your child’s learning journey, hear about their progress and discuss any concerns. Individual appointments can also be made it you are unable to make a scheduled appointment.

Assessments of your child are undertaken 3 times per years. Two statutory assessments, namely the Progress Check at Age two and the Early Years Foundation Stage Profile are also undertaken. The majority of children will have already started school before the EYFS Profile is required but the setting is required to complete the Progress Check at Age two. Ideally this should be completed prior to a child’s health visitor health development check in order that you can discuss their progress with your health visitor

*How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?*

We are committed to being an all inclusive practice that promotes that all children are included. Information will be shared at meetings so that any planned activities are both suitable and adaptable to meet your child’s needs, this is know as differentiation. For example, where a child may need support to be able to listen to a story, they are placed close to the practitioner in order to maintain their concentration.

We regularly take trips to the park and when new children are attended those trips we revise our health and safety risk assessment to take account of any new conditions that may place a child to be at risk. A first aid box is always taken along with children’s emergency contact numbers and special equipment or resources that may be needed.

*How accessible is the building for children with mobility difficulties/wheelchair users?*

The setting is spread over 3 floors with the second floor accessible for wheelchair users. Where possible adjustments will be made to meet the needs of those with mobility difficulties or wheelchair users. There is an accessible toilet on the second floor. Please advise us of any difficulties with accessibility.

*How will you support my child’s transition to a new setting or school?*

All observations and the Unique Profile incorporate information about the characteristics of effective learning.

The Progress Check at Age two and the Record of Transfer to Primary School will be passed on with consent.

School staff visit the setting to meet children who will be transitioning to their primary school and children are prepared in advance by role playing schools.

*How does the setting assess the overall effectiveness of its SEN provision and how can parents/carers take part in this evaluation?*

The effectiveness of the SEN provision is shared at staff meetings, during regular parent and key person assessments. Parent questionnaires are undertaken annually alongside policies and procedures.

*Who should I contact if I am considering registering for a place at the setting?*

We operate an “open door policy” and ask that parents visit with their child to discuss individual needs with regards to settling-in. Every child’s needs are discussed on an individual basis and amended where necessary.

If a child is identified as needing additional funding such as the SEN Inclusion Fund, this will be resource through the local authority.

If a child qualifies for funding under the Disability Access Fund (DAF) this will be applied for through the local authority and a decision will be made as to how that will be used.

*What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?*

Our SEND policy provides the context for supporting children through the graduated approach and our complaints procedure is available for parents. Copies of all policies are displayed in our foyer and, if required, an interpreter will be sourced to translate this into other languages.

Questionnaires are anonymous and the feedback is collated and acted upon. One change that was most recently made was to display our newsletter on our social media sites and website blog which has resulted in parents being able to access the newsletter whenever they need throughout the term.

A number of parents have actively “liked” the posts on social media and follow our posts regularly.