

Busy Bees Preschool SEN Information Report

**What is the Local Offer?**

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

**Our Policy**We support children with special educational needs by providing an environment in which all children are supported to reach their full potential.

* We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs.
* We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEN Strategies.
* We work in Partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.
* We have a designated Special Educational Needs Coordinator (SENCo) who is our Manager Nikki Dawkins.

**Identifying Children with Special Educational Needs and Disability**

* At Stay and Play sessions when joining the Busy Bees the Key Person and parents share information about the strengths and needs of the child to create a positive partnership.
* The SENCO also meets with all parents to gain general information about the child’s learning and development and discuss any concerns the parent may have.
* Families will be supported for as long as it takes for your child to settle. We want your child to feel happy and safe with us.
* Each child has a Key Person who works closely with your child and the family and may identify a possible individual need.
* On-going observational assessments are made of all children and are linked to the Early Years Foundation Stage and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
* Key People also use a range of other child development materials to help identify an area of need, including the Every Child A Talker (ECAT) monitoring tool, the Speech and Language Matrix observation or the GRSS Quick checker; along with their knowledge of child development through training.
* We undertake a Progress check for 2 year olds, which is a statutory requirement, and all other children joining the Preschool; the progress check looks at the EYFS Prime Areas of Learning which are
* Personal, Social and Emotional development,
* Communication and Language and
* Physical development
* We gather information regarding these areas of Learning from parents before completing the progress check; these are then discussed with parents at a development meeting.
* Any concerns are then shared with the  setting SENCO and together with parents any additional support is put in place or relevant referrals
* Reports from health care professionals may identify a child’s individual needs and we will include these in your child’s learning and development.

**Supporting Children with SEND**

* Our SENCo will work with all our staff to ensure provision is relevant and appropriate for all children.
* We use the ‘graduated approach system’ for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are Discussion of a Concern, Targeted Support, Specialist Support and Education, Health and Care Plan (EHC).
* Our SENCo will explain how children’s individual needs can be met by planning support using a written Individual Educational Plan (IEP), My Support Plan, EHC, or Health Care Plan depending on the level of need.
* The Key Person will oversee the IEP targets, which are reviewed with parent’s termly and new targets planned by your child's Key Person, SENCo and parents also imputing advice from any professionals involved.
* We access additional support from other professionals where necessary, and are supported by the Wiltshire SEND team where required.
* Our SENCo will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
* We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child’s progress.
* Learning Journeys are available to view at any time and may be borrowed to take home.
* All documentation is kept in the child’s file in a locked filing cabinet to ensure confidentiality.
* Further funding can be applied for to support your child if required and the child meets the criteria.

**How Busy Bees Preschool supports children’s needs and well being**

* Observations of children development, interests and fascinations, assessments and information from parents help inform planning for all children.
* As well as whole room planning all Key people plan individually for children to meet the needs of all children in the setting.
* General Development/setting meetings are held 3 times a year, with the child’s Key person as well as termly meetings with the SENCO and Key Person to review additional support and targets
* All staff receive in house training on Positive Behaviour Management as part of the induction process .

**Training for the SENCO and staff team**

* Our SENCo has completed specific SENCo training including Autism, Makaton, ELKLAN, ASD, Early Years Inclusion Training and Voice of the Childtraining; the SENCOalso attends Network Meetings each term to keep up-to-date
* Staff will attend training linked to specific needs and will attend further courses if required.
* A SENCO report is given to all staff termly outlining a child area of need, and support and strategies that are being implemented, this enables a consistent approach to supporting children with additional needs

**Accessibility of the environment**

* Disabled access through main front door via a ramp.
* Ramps lead outside from both play rooms.
* Disabled toilet available. Handrails in toilets.
* Handrail on ramps to free-flow outdoor area.
* Resources are easily accessible by children, at child height and labelled with photos/pictures.
* We will make any necessary changes or adapt our facilities wherever possible.

**Working with other Professionals**

* We have regular contact when required with the following professionals:

                Area Early Years inclusion Advisors
                Early Years Advisory Teacher
                Health Visitor
                Speech and Language Therapist
                Local Children’s Centre Staff

* Advice and support from professionals in other areas maybe sought as a need arises, such as:

                Child Development Centre (Salisbury District Hospital)
                Physiotherapist
                Occupational Therapist

        There are many other professionals who we can contact regarding a child’s specific individual need **Further Information**

* The Keyperson or SENCO is always available for advice and support in the first instance. All parents are informed of their child’s Key person during Stay and Play sessions. There is a list of all children’s Key Person within the each room.
* Our Manager/ SENCo or Deputy Manager are also available to offer advice at any time
* We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children’s centre and others.
* If your child’s need has been referred to a specific team we will be able to support parents in accessing their services.
* Services and a wealth of information that is available in Wiltshire can be found at [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

**Supporting Transition; Moving on to School/or another setting**

* We hold transition meetings to plan transition for your child into school/setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCo, receiving setting staff and relevant professionals.
* We share all documentation such as IEPs, My Support Plans, early years assessments, observations and all strategies that support your child in Preschool.
* We invite receiving schools to visit our Pre-School to familiarise and observe the child and to share information in partnership with parents.
* All local schools have their own induction/settling in sessions to assist with children settling into Reception year at Primary school. More settling sessions could be organised if required.

We operate an open door policy and all staff welcome your family to visit our Pre-School.  We will aim to work together to include any child with Special Educational Needs and Disabilities.

More information regarding equal opportunities and supporting children with special educational needs and disability, within our Preschool, can be found in our **Equal Opportunities Policy.**

You are welcome to discuss concerns or progress with your child’s key person, the Manager or SENCO at any time.

If you wish to discuss your child’s needs prior to starting you need to contact Nikki Dawkins to arrange a visit.

Telephone 01722 328799 Email; enquiries@busybeespreschool.org.uk