**Little Acorns Pre-School Local Offer**

**The Local Offer**

**The Children and Families Act 2014 requires local authorities to publish, in a single place information on services and provision across education, transport, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of this "local offer" is to enable parents, carers and young people 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 setting offer and shows how we have, for many years, provided for children with special educational needs and disabilities.**

**Little Acorns SENCO Workers: Lynne White, Sarah Carter and Angela Dee**

**Little Acorns Pre School is dedicated to provide a high quality of learning it is our priority, enabling every child to achieve their full potential.**

**Little Acorns is an inclusive, accepting and caring Pre School that welcomes all children into their setting.**

**We are committed to enabling all children to participate fully in all aspects of their time with Little Acorns.**

**How does Little Acorns Pre-School know if children need extra help or may have special educational needs or disabilities?**

**At Little Acorns Pre-School we treat every child as an individual.  Each child will be allocated a key person who will be responsible for your child’s development.  Through the use of observations and planning for their next steps we are able to identify any concerns, which we will share with families, and with consent, we will contact other professionals if required. Our building is a purpose built Pre-School for all children making this a friendly environment.**

**If you have any concerns about your child you should speak with your child’s key person who will be able to advise you further.**

**How will Early Year's staff support the Child**

**A child’s key person will work with both the child and their family.  This relationship will ensure that we share knowledge concerning the child and their development.  This knowledge begins with the ‘Welcome Pack’ and ‘All about Me’ section, which will be discussed at a home visit. The learning Journey continues with regular meetings relating to their next steps.  Through continual observations we can plan for the child assessing additional support from other professionals as appropriate.**

**With permission, we will contact the right outside agency if required either for advice or to make a referral with any concerns. We will apply strategies and advice offered as appropriate.**

**What support will there be for the child’s overall well being**

**At Little Acorns we start with a home visit, we like to have a informal discussion in the families home where everyone feels comfortable in their own surroundings. We ask families to talk though any concerns or worries they may have. This helps practitioners to gain knowledge before a child has started with us. Settling in sessions for the first two weeks when a child starts helps to familiarise them with the Pre-School environment.**

**How will the curriculum be matched to the child’s needs?**

**Every child is viewed as ‘unique’ therefore at Little Acorns we plan for your child’s development based on observations of your child and evidence gained for their Learning Journal.  The environment children play in, will be appropriate for their needs and additional support or resources will be supplied as appropriate.**

**At Little Acorns we take a whole inclusive approach to children with Special Educational Needs and/or Disability (SEND), recognising that all children should have equal access to a broad, balanced and stimulating curriculum.   We aim to achieve this through:**

* **Providing a learning environment that is happy, Safe, stimulating and successful;**
* **Forging close links between parents and the School**
* **Setting appropriate learning challenges**
* **Identifying and overcoming potential barriers to learning and participation in school life as early as possible**
* **Developing and maintaining high levels of self-esteem for all children**
* **Supporting children to work independently and be resilient as learners**
* **Communicating children’s needs appropriately throughout the school**
* **Making effective use of all the support services**
* **Key workers to keep updated on all relevant areas**

**What is a Special Educational Need?**

**At Little Acorns, we recognise that when a child has a Special Educational Need (SEN) they have a learning difficulty or disability, which calls for special educational provision to be made for them. As defined in the ‘Special Educational Needs and Disability Code of Practice: O – 25’ (June 2014), the school accepts that a child has a learning difficulty or disability if they:**

* **Have a significantly greater difficulty in learning than the majority of others of the same age; or**
* **Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.**

**At Little Acorns, we make provision in accordance with the Code of Practice, which relates to Part 3 of ‘The Children and Families Act’ (2014).  Special educational needs and provision can be considered as falling under four broad areas:**

* **Communication and interaction**
* **Cognition and learning**
* **Social, mental and emotional health**
* **Sensory and/or physical**

**A person Centered Approach (One Planning)**

**When a child is identified with Special Educational Needs action should be taken to remove barriers to learning and put effective provisions in place through One Planning. The process is based on The graduated Approach. This is a plan that is written between the child, the child’s family, SENCO, practitioners and other agencies (if needed) to formulate the plan. The Graduated Approach is four sections of:**

* **Assess**
* **Plan**
* **Do and**
* **Review**

**Clear information for Parents and families is a MUST throughout the whole process. The Pre-School is committed to working in partnership with the child, parents, carers and outside agencies to identify needs.**

**Working with Parents**

**At Little acorns, we firmly believe that parents and the Pre-School should work together in partnership and that good communication between home and School is the key to this partnership.  We actively encourage an ‘open door policy’ and we are happy to discuss any concerns at the earliest opportunity. We welcome the involvement of parents and families in supporting children at home, in the School and with specific events. For children with a special educational need or disabilities (SEND), there are additional opportunities for parents to meet with their child’s key worker and the SENCO.**

**The Special Educational Needs Coordinator (SENCO)**

**A SENCO, or special educational needs co-ordinator, is responsible for assessing, planning and monitoring the progress of children with special needs. The SENCO will work closely with the Child Designated Officer to keep our Safeguarding Policy in line with the SEND Policy. Our SENCO will work with Parents and families offering support through out their child’s early education at Little Acorns.**

**Identification and Early Intervention**

**Progress Check At Age Two**

* **5.22 The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and at the end of the reception year – which are detailed below.**
* **5.23 When a child is aged between two and three, early years practitioners must review progress and provide parents with a short written summary of their child’s development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check must identify the child’s strengths and any areas where the child’s progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting’s SENCO or the Area SENCO, as appropriate.**

**The summary must highlight areas where:**

* + **good progress is being made**
	+ **some additional support might be needed**
	+ **there is a concern that a child may have a developmental delay (which may indicate SEN or disability)**
	+ **5.24  It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.**
	+ **5.25  Health visitors currently check children’s physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check. The integrated review will:**
	+ **identify the child’s progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development**
	+ **enable appropriate intervention and support for children and their families, where progress is less than expected, and**
	+ **generate information which can be used to plan services and contribute to the reduction of inequalities in children’s outcomes**

**Education and Health Care Plans (EHC plan)**

**An education, health and care (EHC) plan is for children and young people aged 0 up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. For children whose needs are more complex, they may have an EHC plan.  (All statements will be replaced by EHC plans by September 2017.)  An EHC plan is written by parents, the child and professionals and looks at the child or young person’s needs in education, health and care. This means EHC Plans will be personalised. EHC plans will be reviewed annually, through a ‘One Plan’ meeting and all of the key people in a child’s life can attend this meeting, for example, parents, grandparents, professionals, keyworkers etc.**

**Information about the school’s policies are available anytime for the identification, assessment and provision for children with SEN, whether or not children have EHC Plans, including how the school evaluates the effectiveness of its provision for such children.**

**What about other professionals working with the Child**

**Parents will have the opportunity to discuss their child’s needs with a variety of professionals who are involved in their child’s education.  The school works closely with external agencies, for example, SENCO, Pediatricians, Occupational Therapists, Physiotherapists, Educational Psychologists etc.  Social Care input is also available where needed. We also welcome contact with professionals who are working with the child outside of school.**

**On-going assessment is used to identify children who have specific needs. The progress of each child is continually monitored by the child’s keyworker through ‘next step’ marking.  In addition:**

* **All children in The Early Years Foundation Stage are assessed against the Early Learning Goals**
* **The SENCO frequently reviews with keyworkers, looking at children who are not making expected rates of progress.**

**Where barriers to learning are identified, adjustments are made in the Pre-School to ensure that each child has the right support and, where necessary and in consultation with parents, suitable interventions are put in place for individual children. For some children, social and emotional difficulties can prevent them from learning.  In these cases, we work closely with the child and their family and seek appropriate support from outside agencies.**

**The support offered to children with SEND is different for every child.  This provision is designed by the relevant staff members, working alongside the child, the child’s family and, where appropriate, outside agencies, for example a Speech and Language Therapist or an Educational Psychologist.**

**A child with SEND will have an individual plan, which sets out targets. The content of the plan is decided with the child and their family. Targets may relate to social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues. The most important point is that, targets depend on the needs of the child. The effectiveness of all interventions are monitored by the area SENCO.**

**Our Pre-School is open to all members of the community. We do not discriminate against a child or their family, or refuse a child entry to our Pre-School for reasons relating to disability, race, sex, gender reassignment, religion or belief, or sexual orientation.**

**The Manager and Deputy are responsible for Continuing Professional Development (CPD) and all staff are actively encouraged to attend CPD courses.**

**Our SENCO attends meetings, training days and keeps up-to-date with current documentation and initiatives.  Key information is shared with staff members at meetings. If a child with a specific need comes to the school, we work closely with professionals who are already supporting the child and secure appropriate training.**

**When a child is ready to move onto Primary School this stage of transition, children with an EHC are given extra support and time to help ease this new start. We make extra trips to help the child to settle.**

 **As a setting we are proud that we provide support to the child and all their family.**

**Transition to School**

**We liaise with local schools to arrange visits of both the children to the schools and the Teachers to visit the children at the Pre-School to aid the transition up to new Schools.**

**Little Acorns Pre-School**

**Little Acorns Pre-School will work closely with your child and their family. We are there to help with every part of your child’s development and we look forward to working together. As a setting we are proud that we provide support to the child and all their family.**