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| **Use this template to help you develop your setting offer – remember it needs to be a reflection of your setting and also it needs to be ‘parent friendly’ so your final version may be shorter, and laid out in a different style – you can include pictures/photos if you want to!** | |
| **(Setting Name) Offer for children with Special Educational Needs** |  |
| Special educational needs in our setting |  |
| The name and contact details of the EYSEND Coordinator |  |
| Policies and procedures |  |
| Evaluating our practice |  |
| Assessing and reviewing children’s progress |  |
| The setting’s approach to teaching children with SEN |  |
| Adapting to meet individual needs |  |
| Additional support |  |
| Additional activities that are available for children with SEND |  |
| Transitions |  |
| Training and Development |  |
| Complaints |  |
| Working in Partnership |  |
| Family Information Service |  |
| Information on where the LA’s local offer is published. |  |

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| **Peapod Nursery Offer for children with Special Educational Needs**  **EXAMPLE** | **Creating a setting offer – things to consider**  **Put your statement at the top – sell your setting – what makes you special – why would a parent want to send their child to your setting? What is that you can offer a child with special educational needs? What outcomes are you hoping for each child – happy, safe, secure, resilient etc** |
| Special educational needs in our setting | We follow the Early Years Foundation Stage, and see each child as an individual, with individual needs. We have had children in our setting who have had a range of needs such as with Language and Communication; difficulty in being alongside other children; or who have had physical disabilities. With the support of parents, our committed team, and other agencies, children have made good progress |
| The name and contact details of the EYSEND Coordinator | Sarah Jones is our Early Years Special Educational Needs Co-ordinator (EYSENCO). Sarah will work with other staff to help them meet children’s needs. |
| Policies and procedures | We have an Equal Opportunities policy which sets out how we value and respect all children and families, and how we will meet the needs of children who have special educational needs and/or disabilities. It is a requirement of the Early Years Foundation Stage that all children have their needs identified and met; Ofsted also check to make sure that we are meeting the requirements. We use observation, and assessments to help us plan next steps for each child in the setting. We will work with parents and other services where necessary to ensure that children’s needs are met. Sometimes this means accessing additional funding or resources for the setting, or doing things in a different way. We are flexible in our approach and open to suggestions. |
| Evaluating our practice | Each child in our setting has a Key Person, who will get to know the child really well, and who will be responsible for planning to meet the child’s needs. The Key Person works alongside the Room Leader, and our Early Years SENCO will offer support and advice to help them meet the child’s needs. They will have regular discussions to decide if the child is making progress or whether more help is needed. The Key Person will work closely with parents to involve them in their child’s learning and development. |
| Assessing and reviewing children’s progress | We regularly assess children’s development using the Development Matters guide which goes alongside the EYFS Statutory Framework. We look at how children learn as well as what they are learning. If a child is 2yrs old we will complete a progress check with parents. We also hold or attend Team around the Family meetings so that parents can talk to any of the other professionals who may be involved and also to keep everyone up to date. |
| The setting’s approach to teaching children with SEN | We have an experienced team who are all qualified to at least Level 3, and we also have an Early Years teacher. The team are very enthusiastic and creative, and provide all children with lots of opportunities to explore, and learn, through play. Sometimes children need extra support, and we may teach them in a one-one, or through small group times and activities. |
| Adapting to meet individual needs | We are very flexible in our approach and provide children with experiences and opportunities based on what they are interested in. We also understand that some children learn better when they are outdoors, and we allow children free-flow play between indoors and outdoors. We are also lucky enough to have a Forest School in our grounds which we use for a variety of activities including story-time. We also use different methods such as sign-language and photographs to help children communicate. |
| Additional support | We have an Early Years and Childcare Team who we can go to for advice and support – they work with our staff to help them meet children’s needs; we also have an Early Years Specialist Inclusion Support Service who support children with SEND and their families. Most of our children are able to play happily alongside or with other children; sometimes some children struggle with social play. The Key Person will help the child to develop their social skills by providing paired or small group times throughout the day. Parents may be able to get support from their Health Visitor if a child’s behaviour is causing concern. |
| Additional activities that are available for children with SEND | We are able to take small groups of children over to the school to use their Sensory Room. We have a Speech Therapist who comes in once a week to work alongside a member of staff and a small group of children. |
| Transitions | In the setting we make sure that children are prepared for transitions (changes) by making sure that we tell them what is happening and where they are going. We work closely with any other setting or school nursery or a childminder that our children attend, along – this helps with continuity for children and ensure a consistent approach is used. |
| Training and Development | All of our staff have at least a Level 3 qualification in Childcare. This means that everyone has had training on Special Educational Needs. Some of our staff have been trained to use Makaton sign language; other staff have been on Autism training. The Early Years Team, and the SISS team also provide a range of courses for the EYSENCO. |
| Complaints | We have a complaints procedure which parents should refer to in the event that they have a concern regarding the way we meet a child’s special educational needs. We hope that parents would be able to discuss concerns with the Key Person or a Senior member of staff so that we can address concerns before they escalate. |
| Working in Partnership | We really value our partnerships with parents, local schools and businesses, and other agencies such as Health Visitors. Working together means that we can all do our best to help a child with special educational needs get the support they need and help them make good progress |
| Family Information Service | Solihull’s Family Information Service can help you find services, and other activities which may be useful to you and your child.  Email: [sschinfo@solihull.gov.uk](mailto:sschinfo@solihull.gov.uk)  Phone: **0800 389 8667** Website: <http://www.solihull.gov.uk/familyinfo/> |
| Information on where the LA’s local offer is published. | Solihull’s Local Offer is available on the website: [www.solihull.gov.uk/schools](http://www.solihull.gov.uk/schools) or <http://socialsolihull.org.uk/localoffer/> |