



Email: [stantonpreschool@btinternet.com](mailto:stantonpreschool@btinternet.com)

Telephone 01359 251909

## STANTON PRE SCHOOL POLICIES AND PROCEDURES

### **SEND LOCAL OFFER.**

#### **What is the Local offer and how does it affect my child?**

Local Offer is for Children with Special Education Needs and / or Disabilities (SEND)

It provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals.

The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

This Local offer was created with parents, carers, children and young people with special educational needs and disabilities and professionals to help ensure it meets your needs. Information and advice about services for children and young people with special educational needs and disabilities is in one place, so it is quick and easy to find.

Below is a link that you can follow to access the council's local offer.

<https://www.suffolklocaloffer.org.uk/>

Alternatively if you require any further information about the Local Offer **please email** [SENDWS@suffolk.gov.uk](mailto:SENDWS@suffolk.gov.uk)



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#### **How do we know if your child needs extra support?**

We operate a key person system in the Pre School where each child has a key person. The key person observes their key child regularly and completes assessments, which helps to identify any support that the child may need. We try to identify children with SEN as early as possible. We know when children need help if:

- Concerns are raised by parents
- Concerns are raised by the key person
- Limited progress is being made
- There is a change in the child's behaviour or progress

When a child starts with us we advise settling in sessions where parents and the child's key person have an opportunity to familiarise themselves with the child's individual needs, interests and abilities.

Parents are asked to complete a registration form. The information will include the child's specific needs and additional support that the child may need. Parents are encouraged to get to know their child's key person and other staff.

The key person is responsible for observing, assessing and planning the child's learning to meet his/hers individual needs. They will also make a judgment about whether a child is showing a typical progress for their age, may be at risk of delay or is ahead for their age.

Where a child appears to be behind expected levels or where a child's progress gives cause for concern, the key person will discuss this with the parent and together they can plan how best to support the child. Where possible the child's views are acknowledged as part of this process. The Pre School SENDCo will be asked for advice in order to support the key person and the child.

Our Special Educational Needs Co-ordinators (SENDCo's) is \*Natalie Walker.

She will work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the Pre School, always making sure plans and records are shared with parents. The manager is responsible for ensuring that all Policies and Procedures are in place and updated annually (unless changes to legislation require them to be updated sooner)

\* Where a SENDCo is newly appointed, they will be given support from the previous SENDCo and a period of training and handover support provided. The local authority Early Education Support Officer will be contacted to provide further support and identify any training required.



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#### **How will we support you and your child?**

At Stanton Pre School, we treat every child as an individual. We have high expectations of children regardless of special needs or disability. We have a highly qualified and experienced senior staff team who are confident in monitoring and assessing the ability of all children. We will endeavour to adapt practice where we feel it is necessary and where we feel it will benefit the child, for example working in smaller groups or 1:1 ratio. We have policies and procedures in place which are reviewed regularly to ensure that our resources and environment are suitable and accessible for all. Our SENDCo will work closely with the key person to provide personal plans for each child based on their ability and interest and also ensure that child has access to adequate resources and activities.

Our SENDCo will liaise with other professionals, with parent's permission, such as Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting children with SEND. This advice might involve meetings and reports in order to enable the key person to plan for the individual needs of the child. Our SENDCo and key persons work collaboratively to ensure that targets and strategies are implemented.

#### **Stage 1**

Where a practitioner or SENDCo identifies a child with special educational needs, the Pre School will assess and record those needs and provide a number of key actions to help the child. As part of this process the Pre School will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

#### **Stage 2**

This is where a practitioner or SENDCo, in consultation with the child's parents, decide external support services are required usually following a review of the IEP. The Pre School will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

#### **Statutory Assessment**

If the help given through an IEP is not sufficient to enable the child to progress satisfactorily, it may be necessary for the Pre School, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan (EHCP)



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#### **How do we involve parents and carers in our setting**

Parental involvement is highly valued at our setting. The key persons work together with the parents to ensure that every child's learning is supported. Parents are given an all about me form when their child starts at the Pre School so that the key person can familiarise themselves with the child's routine and interests.

We make sure our parents are involved with every aspect of our setting. All our policies and procedures are available for parents at any time. We ensure that the key person and SENDCo can talk to parents on a regular basis and our management team are always available if needed. We have an 'Open door' policy and we encourage parents to stay and spend time with their child if they would like to.

We have produced a daily diary for parents of SEN children as well as a \*Learning Journal that can be accessed whenever a parent would like to see it.

*\*Our Learning journals have been developed over time and have since September 2023 replaced Tapestry.*

Our open-door policy allows parents to contact us or visit us at their convenience.

We will hold a meeting with parents at their request, or if we feel an update on the child's progress is needed, we will contact parents to arrange a meeting.

This gives parents the opportunity to have a face-to-face discussion with the SENDCo, their child's key person and the manager about their child's care at the Pre School.

We ask the parents to give us feedback on their child's progress at home.

We share ideas with parents on activities they could do at home to support their child's learning and development.

We ask parents to keep us informed of any developments at home that will impact on the child's learning and development.

*It is important for parents to inform us immediately if their child has additional external support from other professionals/agencies for the SENDCo and Key Person to liaise with them and to help with any support plans in place.*