

LOCAL OFFER

The purpose of the Local Offer is to enable parents to see what services are available for a child with Special Educational Needs or disabilities within a setting.

At The Childcare Club nurseries (Happy Steps, Little Elms, Little Fledglings and Pebbles) we are committed to supporting families to ensure all children achieve the best possible educational and other outcomes to become confident young children with a growing ability to communicate their own views ready to make the transition into compulsory education.

HOW DOES THE SETTING KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?

- The whole team at The Childcare Club Nurseries are committed to identifying any special educational needs in line with the SEN code of practice.
- Close communication prior to the child starting at the setting with parents/carers and any existing outside agencies involved is key when working with children and their families.
- Baselines, observations and ongoing monitoring that tracks your child's progress will be made by the child's key person to enable them to build a picture of the child's individual needs and any areas where support is needed. Parents can see all these on I connect through the parent zone.
- If you as a parent have any concerns these can be discussed with the keyperson, manager, or the setting SENCO.

HOW WILL STAFF AT THE SETTING SUPPORT MY CHILD?

- Every child is allocated a key person who will develop a secure relationship with them, they will be responsible for monitoring their progress and identifying how each individual child learns through their play, their interests and anywhere extra support is needed.
- The key person and SENCO will liaise with parents and with permission outside agencies/ professionals if needed to seek advice and information to enable them to support your child.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- Ongoing regular assessments/ observations are used by the key person to plan for each child's individual needs based on their own interests and next steps.
- Every child is encouraged and supported to develop their learning in an appropriate way to meet their specific needs.
- Where necessary individual plans are developed and used to support your child.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU ME TO SUPPORT MY CHILD'S LEARNING?

- We have an open-door policy where parents/ carers are welcome to discuss concerns /development regarding their child's progress at any time.
- Observations, moments, baselines and 2-year checks which are linked to the EYFS are regularly recorded on Babys Days and available for parents to see and comment on as well as adding their own observations from home.
- Regular parent meetings/ discussions.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S WELLBEING?

- The setting provides a safe, warm, caring, stimulating environment where children can learn, socialise, celebrate their achievements, and develop to their full potential.
- The key person system enables staff to build positive relationships with your child being good role models, promoting positive behaviour and ensuring each child is supported and valued.
- All staff receive regular first aid, safeguarding, and child protection training.
- As a setting we have policies and procedures in place that ensure your child's wellbeing including, first aid, administration of medicine, inclusion, managing behaviour etc.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SETTING?

- Our staff are qualified and experienced in childcare and education.
- The setting has a SENCO who attends regular training and network meetings.

- We work closely and have good links with our local Early Years Adviser, speech and language therapists, health visitors and the local school to ensure that all children access the best possible opportunities and experiences when attending our setting.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR HAVING?

- All staff are supported by the setting SENCO in planning for children with special educational needs or disability.
- Regular staff meetings are held to share strategies, knowledge, and experience to ensure consistency.
- Staff regularly update their training both online and externally when required as well as accessing new courses to expand their knowledge when needed.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SETTING INCLUDING TRIPS?

- All children are included on trips/ outings.
- Risk assessments will be carried out beforehand.
- Additional support will be put in place where needed.
- Plans discussed with parents.

HOW ACCESSIBLE IS THE INDOOR AND OUTDOOR ENVIRONMENT AT THE SETTING?

- Both settings are easily accessible to all children, and both have large outside areas.
- We use visual aids to support children with speech and language delay and where their first language is not English.
- Any additional support / specialist equipment needed will be sourced from outside agencies if needed.

HOW WILL THE SETTING PREPARE AND SUPPORT MY CHILD TO JOIN THE SETTING AND TRANSFER TO A NEW SCHOOL?

- All children are offered flexible settling in sessions prior to starting to enable them to familiarise themselves with the setting and to meet their key person.
- Information is shared with parents to help us to build our knowledge of your child and to understand their individual needs.

- Being on school sites we have good links with the school and work closely with the reception class teachers.
- Transition meetings are held with staff and the teachers enabling us to share information ensuring that each child's individual needs are met.
- Transition to school is incorporated into our planning, we use stories, role play, photos etc. to support the children through this time.

HOW ARE THE RESOURCES ALLOCATED AND MATCHED TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

- We adapt the environment to support the quality of learning to ensure all children are able to access all resources and activities.
- Where necessary we will apply for inclusion funding to support your child in the setting.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT THE CHILD WILL RECEIVE?

- Through observations, monitoring and assessments linked to the EYFS ages and stages of development and ongoing discussions with parents, the key person and SENCO will identify what support is needed.
- With parental permission advice is sought from outside agencies such as speech and language therapists and the west Sussex early years advisor and the appropriate referrals made.

HOW ARE PARENTS INVOLVED AT THE SETTINGS?

- At all of our settings, we have an open-door policy and promote and value all parents' views and opinions.
- Regular newsletters sharing information and updates.
- Our Facebook pages are updated regularly showing what the children have been involved in.
- Parents are welcomed into the setting to share their knowledge, interests, and skills.
- Invites to seasonal events, e.g., sports day, nativity play and graduation.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

Please feel free to contact us if you require any further information.