

Local Offer

How does the Early Years Setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

As a child is due to start within our setting a courtesy phone call is offered. This is where parents/carers can share any information about their child's likes, dislikes and routines as well as any existing concerns around their child's development. During the first 6 weeks of the child being with us we make observations on the child's development and when the child has been in our care for 6 weeks, we complete a Baseline assessment. This is an assessment completed alongside Birth to 5 Matters, the framework that we follow. If at this point, we feel like the child is not meeting appropriate development milestones we will organise a meeting with the Senco alongside the room manager and/or keyworker. We will make the parents/carers aware of our concerns and offer them a chance to voice any of their own. Together, targets will be set for the keyworker to work on with the child as well as an agreement of any referrals that may need to be made. We can also signpost parents to West Sussex Children and Family Centres for extra information. We have an Early Years Advisor which we can contact at West Sussex should we need advice or support.

If the child due to start with us already has a recognised disability or SEND then before they start, they will be offered a chance to come in and meet with the Senco, general manager or manager of the room. They will be starting to discuss what is currently in place for that child, professionals involved and what adaptations the nursery might need to make. We will also discuss the child's strengths and abilities and anything the parent would like us to be working on during their time in our care.

How will Early Years Educators within the setting support my child?

We have a full time Senco (who holds a L3 Award for Special Educational Needs Coordinators in Early Years Settings) as well as a deputy Senco due to the size of our setting which are both aware and involved in all children that key workers have identified as having a level of SEND need. They work closely with staff in all units, parents of the children, liaise with any professionals that might be involved in a child's care and other settings they might attend.

Our entire team has access to Noodle Now training portal which has a variety of online courses which they can access and complete regarding different SEND areas. They are encouraged to do these as and when a child enters their unit with a particular SEND for them to continue providing the best care. We also access a variety of online training provided by West Sussex as well as other agencies as and when it is appropriate.

The child's key person as well as the Senco will assess the child termly and set appropriate targets according to the child's level of development. They work closely with parents when setting these targets, taking their views into account as well as following guidance from other professionals that may be involved. We will use our wealth of knowledge to provide stimulating, highly motivating activities to give children the best opportunities to achieve these goals and thrive within our setting.

When the child is due to transition to school the Senco will take the lead in supporting this transition. We will reach out to the school and explain on the level of need of the child, offer for them to come into our setting where they can see the child in their familiar environment as well as take up the invitation to visit the school should it be offered. We will keep in close communication with the parents and inform them about these transitions at every step.

How do we support children's physical and mental health outcomes?

In regard to physical support of a child with SEND, we will administer lifesaving medications such as insulin/adrenaline as their health care plan stipulates as well as adhering to any guidance given to us by professionals that focus on physical development such as physiotherapists or occupational health professionals. We will continue to provide age and stage appropriate physical activity depending on the child's level of need, encouraging physical activity when appropriate including time outside, time accessing climbing equipment and different levels. We follow the EYFS statutory framework with regards to meals and snacks offered and will always work alongside parents and dietician advice if the child has certain food or texture aversions or needs to make sure they are offered a balanced diet.

In regard to supporting mental health outcomes, we have a variety of breakout spaces within the building should the children need time to self-regulate. These have got sensory toys, fidgets, dim lighting, projectors and music sounds to help the children to achieve this. During our days at Kid Co we will promote positive behaviour as in line with our 'Promoting Positive behaviour' policy for all children as well as focusing on specific SMART targets for children with SEND (should these be needed) to help them achieve these outcomes. We strive to provide them with the ability to understand their

emotions, be able to self-regulate and provide them with a way to communicate their feelings, wants and needs for them to be able to reach their full potential.

Accessibility

Our setting is clearly signposted from the main road with a large carpark with ample spaces including several situated close to the two main drop off points. We have designated changing facilities both at work top height and floor level as well as a variety of toileting facilities such as potties, seats and frames for our children to access these. Our outside areas are largely on one level. We have access to visual timetables as well as PECS communication cards and boards. We would have access to training via West Sussex SALT teams should a child start within our setting and use these. Regarding children with EAL we have access to the Ethnic Minority Achievement Team if we felt we needed guidance or support for the child or their family.

If parents should want to access a space for their child, they can contact us via email or telephone where they will be directed to the website where there is all our information regarding funding, how we run our sessions, how to request a viewing. During the viewing the general manager will establish what booking pattern the parents/carers require and will then be able to provide information about whether that space is available or how long they may have to wait. This will all be organised in accordance with our admissions policy. Before starting there will be a courtesy phone call (as previously mentioned) as well as settle sessions agreed with the manager of the room to suit the needs of the child.

Involvement in decision making

Parents are involved at every stage of decision making from the first contact with the setting to discuss any current concerns or care that needs to be provided, to being the first people spoken to should a referral need to be made, to termly conversations after assessments about their child's development. Their input is respected and valued when setting targets for their children.

We send a newsletter weekly which will often include links and signposts to recent updates about child development such as sleep guidelines, speech and language tips and oral health advice.

Feedback can be given by parents/carers in line with our Complaints and Compliments Policy.

Contact

Lisa Foreman our General Manager, Joanne Richardson (Lead Senco) or Kate Gale-Pinto (Deputy Senco) can be contacted during our opening hours of 08:00-18:00 on the phone number or emails below to discuss any SEND concerns.

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