

Glaisdale Playgroup

Local Offer

The Local Offer (SEND) Provision.

The Children and Families Bill outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND) in their area and how to access them.

The information below forms Glaisdale Playgroup's Local Offer and shows how we have provided, and intend to provide for children with special educational needs and disabilities. The aim is to provide families with information on what support and advice is available and how to access it, how they can raise issues of concern, and how they can seek to resolve these concerns.

How does Glaisdale Playgroup know if children need extra help and what should I do if I think my child may have special educational needs?

At Glaisdale Playgroup every child is treated as an individual.

On starting playgroup every child is assigned a key person, a child's strengths and needs are shared between the key person and parents. The key person can be altered at any time, if the child or family form a stronger securer attachment with another person than the one originally allocated.

The key person will work closely with you to settle and build a relationship with your child based on a secure attachment. Parents/carers must stay with their child until their 2nd birthday, and are welcome to stay at any time after this. The key person may identify a possible individual need following on- going observations.

We carry out 2 year checks on all children which consist of a short written summary of a child's development, this is carried out in conjunction with you and will highlight any areas in which a child may require additional help.

Observations and assessments linked to the Development matters ages and stages of development are carried out on all children using NYCC assessment tools. Any areas of strength or weakness will be picked up, and planned for accordingly. If further concerns are raised the SENCO will become involved.

Glaisdale Playgroup has a named SENCO- Helen Purtil who attends regular training and knows how to access outside help and advice from other professionals and agencies. Any information she receives during training and termly updates is cascaded to all other staff.

Reports may be shared from health care professionals –such as health visitor, speech and language therapists, identifying a child's individual needs. These will be used to support your child's learning

and development and allow closer working relationships. We will share our information about your child only with your permission.

Parents/carers should raise concerns with the child's key person and a meeting will be arranged with the SENCO to discuss measures to be implemented.

How will staff support my child? How will I be involved in my child's education? How will both you and I know how my child is doing and how will you help me support my child's learning?

Every child has a key person, who will on your child starting playgroup attempt to find out about your child's strengths, interests and needs. The key person will, wherever possible, be present at the sessions your child attends, building a secure relationship and understanding of your child and their needs.

The key person's role will be to observe and assess a child and put provisions in place to progress the child within the Early Years Foundation Stage-EYFS. The key person will identify individual needs and plan for next steps and will access additional support from the SENCO.

The setting Senco will work with you to support your child, listening to you and your child. Janet will explain how children's individual needs can be met by planning support using an ILPP- Individual Learning Provision Plan. We will work with you, reviewing any ILPP's, planning new ones together and giving ideas for you to use at home. She will also explain who may be involved and their roles. She will work with all staff members to ensure that the provision is relevant, appropriate and that the curriculum has been adapted. She can access support from outside agencies and professionals. There are various levels of intervention available through NYCC.

We will ensure that you as a parent are informed and included at all stages of assessment, planning, provision, monitoring, reviewing and evaluating your child's progress.

Our policy is to allow all parents to stay at sessions and therefore you can see how your child is developing in the setting. All parents are welcome to join the management committee and everyone is notified about, and can come to, the termly meetings, minutes are sent to all parents even if they did not attend. We have a number of fundraising events to which all parents are invited to contribute to, attend and help at.

Learning Journeys are done on our online tapestry, parents and relatives can access this, also these are printed out and in children's draws so you can borrow these at any time, we welcome any contributions and comments you would like to make these can be written on our online tapestry ,or photos can be added onto the tapestry or comments can be given verbally to key person.

As with all children in our care observations, assessments and evaluations are carried out and these will contribute towards the ILPP overseen by your child's key person.

Our website is updated regularly this contains information about our provision. Parents are kept informed about issues ie: EYFS, Ways you can help children progress and many other items, these are available in setting and via email. We welcome any discussions and comments at any time.

What support will there be for my child's overall well-being? What training do staff supporting my child with SEND have?

All our staff are friendly and welcoming, providing an inclusive environment.

All staff hold qualifications in child care which included SEN modules. Staff are experienced in working with the Early Years age group. Staff have and will continue to access training in regard to specific SEN issues- speech and language, autism etc. and other related topics- behaviour management, health and safety etc .

All staff receive first aid training updated every 3 years. More specific training for 'Life Saving Medications' has been previously and will be accessed when required. ie: Use of an Epi-pen, diabetic, asthmatic treatments. Please refer to our Administration of Medication Policy. Parents are expected to sign consent forms for treatments, staff will complete the record of administration and inform parents. Previously we have cared for children with a range of SEN requirements ; diabetes, asthma, allergies requiring epi-pen treatment, physical, auditory and speech and language needs.

All staff are responsible for personal care needs, nappy changing facilities are available.

A child's physical and emotional well-being is supported initially by forming an attachment with their key person.

The SENCO and Deputy have attended training for the role and the SENCO attends regular termly meetings at which SEN topics are discussed she the relays these to other staff members.

Further support and advise will be sought via the Area SENCO and the Early Years Advisory Teacher with parental permission.

A number of strategies are available to manage social and emotional development. We can implement more visual supports similar to the snack time and equipment information already available.

Behaviour is managed appropriately by staff who are knowledgeable in child development. Reasons for unacceptable behaviour are sought. Adults model acceptable behaviours and all are expected to comply with our Behaviour Policy.

How will the curriculum be matched to my child's needs?

We will spend time getting to know your child and through observations and assessments we will write ILPP's linking the targets to the EYFS. We have previously used a language and communication target sheet that ensures the smallest steps are recorded and progress can be seen.

The learning journey book contains photographic observations with links to EYFS. Written observations are made and notes regarding individual children's learning are logged each week. All these are used by your child's key person to inform assessment and plan for next steps.

Your child's key person and SENCO will work together to make sure the environment, routines and activities support your child's needs, they will communicate with the other staff to provide consistency and understanding across the team.

Copies of assessments from other professionals will be asked for and we will share our assessments with anyone involved with your child. With your permission we can ask for advice from NYCC representatives, Area SENCO, Early Years Advisory Teacher.

How is the decision made about the type and how much support my child will receive?

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the key person and SENCO will identify what support is required.

Extra support will be put in place if necessary.

Partnership with you and other professionals who are involved with your child will support the decisions made regarding support required. Reports from health care and other professionals will be used to plan support within the setting. These reports will support the decision making process to plan targets on the ILPP. The ILPP will be written with you and will include ideas on how you can support your child at home.

The SENCO is able to advise you on the process of applying for extra support.

What specialist services and expertise are available at or accessed by the setting?

Members of staff have attended training relating to specific SEN.

Information leaflets are available regarding topics and drop in clinics. We can help parents find out about support by pointing you in the direction of - Parent support advisors, inclusion officers etc.

Advice from other professionals may be sought as the need arises and to meet individual needs – speech therapist, audiologist, physiotherapist.

The SENCO can with your permission contact our Area SENCO, Early Years Advisory Teacher. If the child's needs are identified as more specific, then the team with the expertise in that area will become involved eg: physical sensory team.

We welcome other professionals into the setting to give us advice and work with your child. We will work alongside, and continue at all sessions with any specific tasks which they suggest to support your child.

How accessible is Glaisdale Playgroup? (Indoors and outdoors) How are the settings resources allocated and matched to children's special educational needs?

The room used by Glaisdale Playgroup can be accessed via a ramp from the playground of Glaisdale Primary School. The room is all on one level with wide doors into a toilet area. The layout of the room can and will be altered to suit the needs of the children attending. Outside the play area consists of a sloping tarmac area and a wooden decked level area. At present the access into the school playground is via two sets of steps, and is therefore not suited to all special educational needs. Please pop in or ring to discuss options for yourself or your child.

All our staff speak English as their first language.

If you are a parent whose first language is not English you can elect a representative who speaks English or we can arrange for an interpreter. Information and leaflets will be sought in your first language where possible.

Signs and posters are used in the setting with pictures helping children and adults identify equipment and areas. Visual displays are used to show routines.

Although we have limited funds we will seek to acquire or adapt equipment and facilities to support children with special needs.

Resources are allocated to enable individuals to have full access to all aspects of the curriculum.

The delegated budget from NYCC allows for support of all children with additional needs within the setting. Inclusion funding can be applied for from NYCC to support children with more complex needs. This will be used to purchase specific resources or extra staff to enhance the adult:child ratio to enable more 1:1 working.

How will my child be included in activities outside Glaisdale Playgroup? (trips and outings)

All visits, trips and outings will be planned to include all of our children. We will include parents in the planning of trips to identify your child's needs. All parents are invited to join us on trips.

Risk assessments will be carried out for planned trips and outings.

We will take along any aides and/or medication as identified for each child, in addition to the first aid kit, register, contact details, consent forms, accident book and mobile phone which are taken along as a necessity for all.

What are the committee's responsibilities?

Our committee is responsible for enabling staff to create inclusive policies, ensuring policies are in place, reviewed and updated, and ensure that staff receive relevant training. Janet ensures that all SEND and inclusion information and updates are discussed with all staff to ensure the environment is inclusive.

How will the setting prepare and support my child to join Glaisdale Playgroup/ transfer to a new setting /school?

Because of the way we operate, 0-5 group, we are able to offer parents and children sessions to suit their needs. You are able to come along to sessions with your child from being a baby and stay for as long or as short in those sessions as you wish. Even if your child is over 2 years, when you wish to start at our group, parents/carers are welcomed and encouraged to stay at sessions. You are able to familiarise yourself with the environment, staff and the activities provided. This also gives us a chance to get to know your child and your family, and provides an opportunity for you to discuss details regarding your child's needs and the involvement of other agencies allowing us to agree with you a consistent approach to ensure the continuity of care for your child.

When moving to a new setting or into school we will liaise with the new provision, invite the new settings SENCO, teacher/practitioner to our setting to observe your child in familiar surroundings.

We arrange visits with playgroup staff to local schools, in addition to those offered by the school themselves. Glaisdale School offers termly 'play and stay' sessions. We have good relations with all local schools and regularly have staff from those schools in our setting. As we do for all children we will share a child's learning journey book, observations and assessments that have been undertaken when a child transfers to their new school. We will share additional documentation regarding ILPP's, health care plans and details of other professionals as appropriate to individual children.

Who can I contact for further information?

More information about our setting is available on our website <https://www.glaisdale-playgroup.co.uk/>

The playgroup leader, SENCO can also be contacted for an initial chat – Helen Purtill on 07961432529, who will be happy to discuss with you any specific requirements.

We always welcome and encourage new families to visit the setting come along at any session no appointment needed.

The playgroup Leader, SENCO and your child's key person will be available during sessions if you would like to discuss your child's needs.

Key person lists are displayed in setting, your child's key person is always available for you to talk to.

We are able to offer advice about other professionals who will be able to support your child, such as Families Information Service, health visitors, speech and language therapists, Local Children's Centre.

NYCC Local Offer can be found on their website. Families Information Service (FIS) website contains information you may find helpful.