**Early Years Providers Local SEND Offer Form**

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**Background**

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must make available information on all policies, services and facilities in place to assist them. The Informed Families section of the [**FiND website**](http://find.redbridge.gov.uk) is where Redbridge’s full Local SEND Offer will be published. The purpose of this form is to ensure a consistent approach for the writing and publishing of Early Years provider’s Local SEND Offers and to make them more accessible to families and practitioners working with them.

**The role of Early Years providers**

All Early Years providers in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

* Delivering high quality care and early education to enable all children to make the best possible progress
* Developing a partnership approach with parents and carers of children with SEND
* Designating a member of staff with responsibility for SEND (i.e. the Special Educational Needs Co-ordinator [SENCo])
* Participating in the process of identifying, assessing and meeting children’s needs.

In addition to the universally accessible services (also available on the FiND website), providers will consult with a range of specialist support services to assist them in meeting children’s needs. This may include referrals to the following services – click on each one for more information.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of service** | **Ages** | **Name of service** | **Ages** |
| [**Educational Psychology Service (EPS)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/event.page?record=Fo8CR1SQQKw) | 0 to 19 | [**Early Years Advisory and Support Service (EYASS)**](http://search3.openobjects.com/kb5/redbridge/fsd/service.page?record=PdW-Dvppwx8) | 0 to 5 |
| [**Children With Disabilities Team (CWDT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=IwZKCUQP3bc) | 0 to 19 | [**Pre-school Liaison Group (PSLG)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=JsCNYw1t4F4) | 0 to 5 |
| [**Child Protection Assessment Team (CPAT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=CDFrak94xfY) | 0 to 19 | [**Pre-school Home Visiting Service**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=0wEreInoMUk) | 0 to 5 |
| [**Special Education Resource Centre (SERC)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=7xeknKJBN5I) | 0 to 19 | [**Newbridge Outreach Service**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/event.page?record=sGdl7_MR88Y) | 2 to 19 |
| [**Redbridge Child Development Centre**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=dt3QG4zENp0) | 0 to 19 | [**Joseph Clarke Service for Visually Impaired**](http://search3.openobjects.com/kb5/redbridge/fsd/service.page?record=jIcY3NBC1iw) | 2 to 19 |
| [**Speech and Language Therapy Service (NELFT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=zepYkFA8Jp8) | 0 to 19 | [**Hatton Outreach Support Service**](http://search3.openobjects.com/kb5/redbridge/fsd/service.page?record=lTOZJawt2zg) | 3 to 11 |
| [**Occupational Therapy Service (NELFT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=9n0uQgbJEAA) | 0 to 19 | [**Physiotherapy Service (NELFT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=NVZ8y9cLV8U) | 0 to 19 |
|  [**CAMHS (NELFT)**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=0wevhH_z2jk) | 0 to 19 | [**Churchfields Language Facility Outreach Service**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=2uNMdcbytac) | 3 to 4 |

**Guidance notes on completing the form**

Throughout this document **SEND** is used to describe children and young people’s special educational needs and/or disabilities

**How to complete the form**

The form is designed to be completed electronically where freetext boxes will expand according to content. Where applicable please tick or use an ‘X’ to denote your selection.

**What happens to your information?**

All relevant information from your completed form will be published on the [**FiND website**](http://find.redbridge.gov.uk)to enable families and practitioners to view these additional details. Further information on the Local Offer for Education Providers can be found [**here**](http://find.redbridge.gov.uk/kb5/redbridge/fsd/disabilities.page?disabilitieschannel=138). By returning your completed form by email you are verifying your agreement that:

a) your Local SEND Offer can be published on the FiND website

b) all information supplied is accurate and up to date

**How is your information maintained?**

All content on the FiND website is reviewed annually and the responsibility for keeping it up to date lies ultimately with your setting. We will send annual emails to request an update and any major changes to your SEND offer should be communicated to FiND as soon as possible. Please note that all pages on the FiND website can be updated instantly.

**Where do I send this form back to?**

Please email your setting’s completed form to **informedfamilies@redbridge.gov.uk** or contact the Informed Families Officer on 0800 587 7500 / 020 8708 8920 for further information.

**Your Local SEND Offer (Early Years Providers)**

|  |  |
| --- | --- |
| Name of setting | **Barley Lane Preschool** |
| Name of person(s) completing the form | **Meesha Jalah, Nupur Bhatt and Sarah Okwese Ayodele** |
| Role of person(s) completing the form | **Preschool Director, Acting Manager/Deputy Manager and HR/Legal and Admin Manager** |
| Date completed | **16/03/2016** |

The following information will be made available to families, children, young people and practitioners, via the [**FiND website**](http://find.redbridge.gov.uk).

|  |
| --- |
| **1a Your setting’s ethos**Give a statement of your staff’s attitude towards SEND and how inclusive you believe your setting to be for children with SEND.  |
| We are an inclusive setting, and welcome all children regardless of their needs, and provide a quality service for them and their families.We have extensive experience with children from a variety of special educational needs backgrounds. We focus on making our practice highly inclusive by constantly removing any barriers to learning and providing high quality provision to meet the needs of children.We aim to increase the participation of children with SEND and their parents in decision making, by giving them more choice and control over the support they would like to receive.We invite via referrals and parental consent professional agencies into the nursery to work with children who have any additional needs.**What is the purpose of our local offer?**The purpose of our local offer is to improve choice and transparency for families. One of the outcomes of this will be a shared understanding of available services and resources, enabling more conversations to take place. The Local Offer includes information about where parents/carers can seek information, advice and support; how they can raise issues or concerns, and how they can seek to resolve these concerns. |
| **1b Description of your setting**Give an overview of the setting, including information such as size of setting, whether the setting has a special unit/resource for children with SEND, e.g. Sensory Room. |
| Barley Lane Preschool opened in September 2010, and became a much needed preschool in the area. We operate from a community centre of St. Paul’s church on Barley lane and are very well established in the local area, and many of our children come to us through recommendations.We are a pack away setting and operate from a large airy hall. We are located in close proximity of many primary schools.We have a secure garden area which is used continually by all age groups and allows free flow play for the children. The garden area is astro turfed and is safe for children to use. |
| **2 Identifying a child’s additional needs**How will the setting know if a child needs additional help and how do they keep parents informed, e.g. regarding development and progress? |
| At Barley Lane Preschool every child is treated as a unique individual. Through constant observations and monitoring, we would be able to identify any child who might need additional help/support. If parent/carer has **any** concerns about their child’s development they can discuss these concerns in private with the SENCO (Special Educational Needs Co-ordinator) or the manager.On-going observational assessments are made of all children and are linked to the EYFS Development Matters guidance, ages and stages of development – which helps in identifying individual needs. If your child’s Key Person has identified a possible individual need, they will discuss with you in private, and plan together with you to support your child’s learning and development.Parents are kept informed through daily discussion and the use of individual child ‘Learning journey’.Parents are offered parent teacher meetings at the end of each term (3 meetings per year). |
| **3 Dedicated contacts at the setting**Who should parents/carers contact if they have any questions or concerns about their child’s development or SEND, e.g. Manager, SENCo, etc? |
| When your child starts at the preschool they will be allocated a Key Person.A Key person - is a member of staff in the child’s room who would form a special bond with them and support them during their time at the preschool. This member of staff will be responsible for monitoring the development of your child. If parents have **any** concerns they can initially contact the key person.The key person would share these concerns with our SENCO (special educational Needs) Coordinator. However, parents can disclose or discuss **any** concerns with the Preschool Manager as well who would be able to guide and help them. |
| **4 Involving parents/carers in planning support**How does the setting involve parents/carers in planning to meet SEND requirements of the child? Place an ‘x’ as relevant and add supplementary information in the notes box. |
| **X** | Planning and review meetings | **X** | Parenting Advice |
| **X** | Advice on how to support learning at home | **X** | Regular contact between parents/carers and the setting |
| **X** | Other, please specify | 1. **Engaging and building positive relationships with the parents.**
2. **We have a planned initial meeting with the parents to gain their views, share information and consider the next steps.**
 |
| Additional notes |  |
| **5 Range of support available to children with SEND**Place an ‘x’ as relevant and add supplementary information in the notes box. |
| **X** | EYFS Curriculum planning differentiation | **X** | Partnership working with other professionals |
| **X** | Specific teaching interventions | **X** | Additional support strategies |
| **X** | Support for behaviour | **X** | Support for communication needs |
| **X** | Support for health needs |  | Other, please specify |  |
| Additional notes | Assessment systems are in place such as the 2 year progress check, under 3’s Next steps and over 3’s Next steps which are all linked to the Early Years Foundation Stage ( EYFS) ages and stages of development.Parent helper sessions allow you to stay and help and see how your child is developing in the setting. Events throughout the year help to build relationships with practitioners in the setting.All plans will be shared with you and there will be regular meetings with families who have children with an additional need.Our open door policy means you are always welcome to tell us how your child is doing on a daily basis and provide on-going two way communication between us. If parents/carers work or are unable to attend with their child, telephone calls are welcome to update you on your child’s progress.Newsletters are sent home on a termly basis to keep you up to date with what is happening at Nursery.Your child’s communication book will be filled in regularly to keep you up to date. |
| **6 Measuring a child’s progress**How will the setting know how well children with SEND are doing and how will they keep parents/carers informed? |
| Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the Nursery Manager and SENCO will identify what support is required. Extra support will be put in place if necessary.Through on-going partnerships and dialogues with both parents/carers and other professionals - including Early Years Team if involved. We would observe, plan and track the progress of the children.Our SENCO will give advice on meeting your child’s needs within the nursery in consultation with you and other professionals where necessary with your permission. Our SENCO will advise you on the process of applying for extra support.Reports from health care professionals and other professionals, working with your child, will be used to plan support within the setting.The Early Years Team or other professionals working with our SENCO will support the decision making process to planned targets on the IOP (Individual outcome plan). The IOP will be written with you and will include how you can support your child at home.Individual outcome Plans (IOP) are written to record the child’s progress. This Includes information about the short term targets which, together we will  set for the child, the teaching strategies and the provision put into place, when the plan is to be reviewed, and the outcome of the action taken.IOP’S are always discussed with the parent / guardian of the child regularly.* Regular review meetings with parent, Key person, SENCO and other professionals if involved.
* Tracking progress of the child by observing, planning and assessing.
* Plans are focused on the child with short specific targets
 |
| **7 Support and training for staff**Have any staff received specialist training in SEND? How are staffs supported to work with children with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended. |
| Management is responsible for enabling SENCO to create inclusive policies, ensure policies are in place and up to date and ensure staff are able to attend relevant training – the Setting Manager ensures staff meetings take place to discuss SEND and Inclusion issues and ensures the environment is inclusive.Staff meetings have regular slots at staff meetings where staff can raise concerns or discuss individual children.Our SENCO – attends termly network meetings to keep us up to date with the latest information and news.Staffs have attended Promoting Positive Behaviour, role of the SENCO and English as an Additional Language training. All staff regularly attend training. A record of staff training is kept on file. |
| **8 Accessibility of the setting**How is the setting accessible to children with SEND, e.g. fully/partially accessible, i.e. for wheelchair users, hearing loop, facilities for personal care? |
| Barley Lane Preschool is easily accessible as it’s off the main Barley Lane on ground level only.Ramp to front access and garden.Disabled toiletWider doors for wheelchair access on ground level.Changing facilities on ground level.Any additional arrangements would be discussed with parents before the child starts at the preschool.Web camera access for parents. Live streaming of the cameras .Preschool is on main Barley Lane which is 3 min walk from Goodmayes high road, 5 min walk to Goodmayes train station and accessed by bus numbers 364 and 387. |
| **9 Inclusion**How does the setting ensure that children with SEND are included in activities, e.g. risk assessments, provision of additional support, planning with parents? |
| Risk assessment will be carried out once we are aware of child’s needs and adapted to ensure that children are all able to take part in daily activities inside and outside. This will include any outings they may go on. We may be able to use different aids, resources, to include all the children. |
| **10 Transitions - starting school or changing settings**How will the setting support children with SEND to change rooms/settings and/or start school when they reach the appropriate stage(s)? |
| Meeting with parents and new keyperson as well as old keyperson. Ensure that child is moved at their own pace. Settling observations carried out when movement between different rooms. Transition form and summery sheet sent onto new school. New Key person(or school) encouraged to visit child in setting. Child will be supported according to their needs to enable them to adapt to the changes. |
| **11 Support and training for parents/carers**What support and training is available from your setting to parents and carers? Place an ‘x’ as relevant and add supplementary information in the notes box  |
| **X** | Parent workshops | **X** | SENCo |
| **X** | Coffee mornings with parents | **X** | Links with Children’s Centres |
| **X** | Parent Consultation |  | Other, please specify |  |
| Additional notes |  |
| **12 Further information for parents/carers and practitioners**If applicable, where can further information on services available be found, e.g. your website? |
| **Venue address :** Barley Lane Preschool, @St. Pauls community centre, Barley Lane, Goodmayes, Ilford, IG3 8XE**Telephone:** 020 85038662**Email:** barleylane2010@hotmail.co.uk**Website: www.barleymontcentre.co.uk****Opening times**Monday to Friday - 8.40am to 11:40 am (Morning Preschool) 11:50 am to 2:50 pm (Afternoon Preschool)Available 38 weeks of the year, term time only, closed on bank holidays**Level(s) of support:** targeted**Age:** 2 years to 5 years**Related Links: Nursery Group website -** <http://www.barleymont.co.uk/> |

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