Wild Monkeys Childcare Ltd Local Offer

May 2024

1. How does the setting know if children need extra help and what should a parent do if they think their child may have special educational needs?

- Each child has a key person/room leader. Their role is to develop trusting, sensitive relationships with parents and children, to enable respectful sharing of information. If you have any concerns about your child's development, please ask for a time when you can discuss this in private with your child's key person. If your child's key person has identified a possible individual need, they will discuss the matter with you in private. They will then make a plan together with you, to support your child's learning and development.
- The setting's trained SENCO (Special Educational Needs Co-ordinator) is Marilyn Milburn at our Forest setting in Glynn road. Lynne Curd at our Beach setting in Telscombe Hall, Tyedean road and Roxsham Dixon at our Nature setting in the Hub, Peacehaven sports park, who can offer advice and support to the key person and other practitioners, as well as maintain the setting's SEN policy which is available in the setting. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs, if necessary.
- Support and advice from the Area SENCO can be sought with parents' permission.
- Reports from health care professionals such as health visitors and speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.
- On-going observational assessments and 2 year checks are made of all children and linked to the EYFS Development Matters ages and stages of development. This can in some cases identify individual needs. These observations will be discussed with the setting manager.

Last reviewed May 2024

2. How will the early years setting staff support my child?

- On induction to the setting the SENCO and parents share information about the strengths and needs of the child
- Parents have the opportunity to accompany their child on visits to help settle the child and develop relationships with the key person
- The child will always be at the heart of all we do
- We will work with the parents and support the child together
- Observations, assessments, planning all contribute to the learning journey
- We will listen to you as well as your child
- The SENCO/manager will explain how children's individual needs can be met by planning support using a Learning Journey and advice from the Area SENCO. She will also explain who may be involved in any support and discuss their roles.
- Key person to oversee the Learning Journey targets, all staff add info to daily diary
- 1-1 to be in sessions with the child. If not, then the SENCO/manager will be present. They identify individual needs and plan next steps, accessing additional support from others where necessary e.g. Speech and Language Therapist (SALT) or applications for additional funding (IF2)
- Partnership working with parents, e.g. reviewing learning journey targets and planning new ones together
- Key person role will foster relationship with and understanding of the child
- Manager and deputy manager will maintain an overview of the experiences and progress of the child
- SENCO will work with other practitioners to ensure provision is relevant/ appropriate and will seek support where necessary
- The SENCO will create support within the environment, such as the use of a visual timetable to support the child in understanding the routine

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

- Staff get to know the child before entry to the setting through meeting with parents and any other professionals involved
- There are regular key person liaisons with parents
- On-going observational assessment is used to establish a starting point for the child within the first few weeks. This continues to inform the next steps of their learning and development upon starting the setting, linked to the ages and stages of Development Matters in the EYFS
- Targets are set in the Learning Journey & educational program, if necessary, to support the learning and development of the child
- The SENCO/manager will ask parents for copies of any assessments made by professionals prior to starting the setting
- Advice from the Area SENCO could be sought with parents' permission and if necessary
- The setting ethos and EYFS requirements are to treat each child/family as individuals
- The SENCO and key person's responsibility is to ensure the environment, routines and activities support individual needs
- The SENCO and key person communicate with the rest of the staff to provide consistency and to develop an understanding within the team
- All staff are supported by SENCO and key person to ensure that all resources are accessible and offer appropriate learning opportunities for all children
- Observational assessment and Learning Journey reviews will enable planning for individual needs and preferences
- Activities, experiences, routines resources and provision planned for the individual
- Robust risk assessments are in place to enable children to participate as fully as possible
- We work with other professionals to meet on-going needs

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- There is a planned time to establish relationships between parent, child and key person on entry
- Assessment systems are in place for all children - such as the two year old check, on-going observational assessment and tracker - all linked to the EYFS ages and stages of development
- Learning Journeys, which are used to record your child's development and time at the setting, are freely accessible and sent home for parents to share.
- Regular parents' meetings with the key person. The SENCO is also available
- Regular reviews of targets in Learning Journeys will show progress. This review will be carried out in partnership with parents
- Reports from other professionals working with the child/family
- Parents are welcomed to see their child in the setting context
- Social events such as play sessions, open mornings and visits enable parents to see their child playing and interacting with others and enables parents to build relationships with practitioners within the setting
- The setting operates an 'open door' policy and encourages practitioners to have daily contact with parents so that communication can be on-going
- The setting sends out newsletters via email and Famly to keep parents informed of developments within the setting
- Telephone calls are used if parents prefer or if parents work and are unable to collect/bring their child to the setting

5. What support will there be for my child's overall well being?

- Transition into the setting is carefully planned around the needs of the child. This will include taster sessions and building up time away from the parent according to the needs of the child
- Welcome pack is provided, with policies including Safeguarding, SEN policy, About Me form and setting leaflet, to support planning to meet the child's individual needs
- Our staff approach – inclusive, positive, welcoming
- Open, transparent communication encouraged from the start
- Continual positive approach – positive behaviour policy implemented
- Adults act as good role models for positive behaviour
- Flexible approach to routines/environment around the needs of the child
- Key person builds relationships with child and family
- Key person provides personal care respectfully
- Staff are trained to administer medicines
- Personal health care plans can be adopted if necessary
- Policies are shared with all staff and parents
- Visual support strategies such as a 'now/then' board can be used to support children in understanding routines within the setting
- Safe withdrawal area is provided for sleep, quiet time, and medical needs, with practitioner present
- Adult support assessed to the level of need required by the child to become independent
- Staff support children to manage their own personal care and managing risks for themselves
- We invite extended family to sessions
- We provide differentiated activities, resources and adult support
- Puppets are used to explain routines at child's level
- Accessible resources give independent choice
- Happy children are a testament to this
- Sensitive, warm interactions between adults and children
- Area SENCO supports the setting's SENCO and key person
- PEC symbols (Picture exchange communication symbols)
- Sign Language

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

- All staff have accessed child development training and have experience of working with children within the Early Years age range.
- The child/family can access a number of services available in the locality linked to the child's identified needs. These would be primarily through the health care service and include:
  - Famly Hub
  - Physiotherapist
  - Occupational therapist
  - Speech and language therapist
  - Portage worker (home visiting education worker)
  - Early Years Advisory Teacher (EYAT)
- The setting has good links with the local Famly, and staff direct parents to support available there through:
  - Parent support advisors
  - Inclusion officers
  - Social care
  - The setting can share and sign post parents to available leaflets about the support available in the locality.
- Within the setting there is a trained SENCO who attends termly networks to keep up to date. The local authority Area SENCO is available to support the setting SENCO.
- With parents' permission, advice can be sought from the Early Years Advisory Teacher. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the physical sensory medical team.

7. What training are the staff supporting children and young people with SEND had or are having?

- The SENCO has completed the New To SENCO training
- The SENCO attends termly SENCO network meetings
- The SENCO cascades information to other staff at staff meetings held within the setting
- All staff will be attending promoting positive behaviour training and other related behaviour courses.
- Some staff have attended sign language training
- Staff training records are kept by the manager and relevant training can be viewed on request. Please ask the manager.
- Managers/SENCO have the required knowledge and understanding to apply for additional funding if appropriate

8. How will my child be included in activities outside the setting, including trips?

- All activities will be planned around all children and their abilities
- Parents, SENCOP (Special Educational Needs Code Of Practice) and key person are involved in planning from the outset, to identify strengths and needs of the child
- Parents (and child if appropriate) are invited to join the setting staff in a visit prior to the planned visit
- We will prepare the child using a photo book of what to expect on the visit
- We carry out risk assessments linked to the visit and the needs of all children, including parent and supporter and travel company if appropriate
- We invite all parents to join the visit
- We review adult:child ratios to ensure all children can access the visit, are safe and that it is an enjoyable learning experience for all
- We take along any aides the child requires
- Policies are shared with parents on admission to reassure them that we are inclusive

9. How accessible is the setting environment?

- External interpreter used as required via Sussex Interpreting Services (SIS)
- We involve family members who speak English, if appropriate and helpful
- We are able to have our welcome pack and other documents translated
- Books can be made available in dual language
- Signs, posters and pictures with notes used around the setting
- One to one verbal communication with visual cues used to support understanding
- Accessible building and toilet/changing facilities are available
- We have up to date policies and procedures
- We provide multi-sensory experiences as part of our core provision
- We provide sensory play equipment
- We use visual and auditory aids
- We seek advice and support from the Area SENCO
- We work in partnership with specialists, such as the sensory team, and follow their advice

10. How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

Joining the setting:
- A key person is assigned to the child and the key person role is explained to the parents
- Our settling in policy is that a review of settling-in is given within first term of joining
- Parents have stay and play sessions to attend before starting
- There are parent/setting meetings with questions to get to know the child and family. We ask parents to share their child's needs and any involvement of other agencies
- SENCO/key person will meet with other professionals e.g. health care professionals to put in place transition planning/health care plan
- The SENCO will facilitate any staff training necessary before the child starts
- The SENCO will ensure that any relevant documentation is shared with staff if necessary, e.g. About Me forms, previous Learning Journeys and pediatric reports, to ensure that appropriate planning is in place
- We can work with the parents to create transition bags/boxes containing favourite/special books, toys and family photos. The key person can also share their special things to support building relationships
- The manager will agree with parents a consistent approach to ensure continuity of care from home to setting
- Sharing of Early Support File

Transition to school or next setting

- Invite new key person and SENCO to observe the child and discuss the child's strengths and needs
- SENCO/key person can visit the new setting with parents and child and key person and advise on any adaptations to routine/provision
- Attend meetings e.g. team around the child
- Key worker to share transition sack/book from new setting/school
- Hold transition review/meetings at parents' convenience, plan transition for the child with sufficient time for the receiving setting/school to make necessary plans for effective transition
- Share successful strategies and less effective strategies with receiving setting/ school in partnership with parents
- Share targets in learning journey and minutes of review meetings
- Include child's view/feelings through photographs – done, achieved, enjoyed
- Documentation passed onto receiving setting to include tracking, learning journey
- New staff invited to meetings
- Create a photo book of the new setting/school that the child can share with parents/key person on a regular basis before the move
- Displays and information available for parents and children about the school the child will be transferring to
- Use social stories which include pictures and the vocabulary needed to be used at setting and at home
- Use of funding for key person to support transition visits and settling in period

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11. How are the setting's resources allocated and matched to children's special educational needs?

- Inclusion funding and Two Year Funding can be applied for to support the child being included in the setting
- Delegated budget will be used to train staff, e.g. in using the Inclusion Development Programme, Makaton etc
- Delegated budget will be used to provide certain resources, e.g. a visual time table
- Working alongside other professionals for supportive activities and experiences
- Adaptations to existing resources

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

- Through observations made by the key person of the child in the setting and in discussion with the parents and SENCO/manager
- Observational assessment is linked to the EYFS and knowledge of child development will be used to identify what support is required
- Extra support will be put in place if necessary, with the aim of enabling the child to become independent within the environment.
- On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.
- The SENCO will give advice on meeting the child's needs within the setting in consultation with parents and other professionals where necessary and with parents' permission.
- The SENCO will advise on the process of applying for extra support.
- The inclusion funding process will identify level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.
- Reports from health care professionals or others working with the child and family will be used plan support within the setting
- The Area SENCO or other professionals working with the setting SENCO will support the decision making process linked to planned targets in the Learning Journey. The Learning Journey will be written with parents and will include how parents can support their child at home.
- Staff meetings within the setting will ensure all staff working with the child know the child's needs and how to support them.

13. How are parents involved in the setting? How can I be involved?

- Parents are involved from the initial visits to register their child at the setting. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information at this point and on an on-going basis, about individual needs of their child and any agencies/professionals involved with the child/family.
- Parents are involved in identifying needs, information sharing, identifying targets/ next steps to focus on at home and in the setting and reviewing progress towards targets. Parental permission is sought before liaising with outside agencies.
- Parents' knowledge of their child is important and partnership working is sought at every point including Individual Learning and Provision Plans and reviews.
- Children's Development folders are accessible to parents

14. Who can I contact for further information?

- All staff have accessed child development training and have experience of working with children within the Early Years age range
- The child/family can access a number of services available in the locality linked to the child's identified needs. These are primarily through the health care service and include:

- Child development centre
- Physiotherapist
- Occupational therapist
- Speech and language therapist

The setting has good links with the local family hub and staff sign post parents to support available there through:

- Parent support advisors
- Inclusion officers
- Social care

The setting can access leaflets for parents about the support available in the locality.

- Within the setting there is a trained SENCO who attends termly networks to keep up to date. The local authority Area SENCO is available to support the setting SENCO.
- With parents' permission, advice can be sought from the Early Years Advisory Teacher. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the physical sensory medical team.