SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

 (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME......................................................

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CONFIRMATION THAT ‘CO-PRODUCTION’ HAS TAKEN PLACE WITH THE PARENTS, CARERS, STAKEHOLDERS:

LOCAL OFFER SUBMITTED BY:

Name-

Date-

Signature-

1. **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?**

At Robin Nursery, the communication process between the child, their family and nursery staff begins when the family first make contact with us. This is usually either verbally or through email. We encourage prospective families to visit our setting and this is also a good opportunity to discus your child’s needs.

Each child/family will be allocated a keyperson before they start to attend the setting. Your keyperson will build a supportive relationship with your child, helping them to feel secure emotionally and physically.

All children who attend the nursery are monitored by their keyperson in line with the Early Years Foundation Stage to ensure that they are progressing in their development. A 2 year old development check is carried out and shared with you, any concerns concerning your child’s development will be discussed with you, and you will be given a written summary.

You will be able to chat to your child’s keyperson when you drop them off at the beginning of the session, or a time can be made for you to talk at length if needed. The manager and deputy are also available to chat to you at any time during the session.

Our Special Needs Coordinator (SENCo) works with the keyperson to identify any needs that individual children may have, she also liases with you and nursery staff in supporting the child, drawing on the knowledge of outside agencies if necessary.

1. **How will the education setting support my child/young person?**

At Robin Nursery, every child has an on-line learning journey, though a paper copy can be provided to parents if needed.

During your child’s ‘settling in’ period you will be asked to provide information about your child and their interests and this, along with photos and other observations carried out on your child by their keyperson forms the basis of their learning journey. This allows us to develop an education programme using their interests and ‘next steps’ in development.

Your child’s keyperson will plan activities to support your child’s development. Every child has a ‘deputy’ keyperson and it will either be the keyperson or the deputy who works with your child on a daily basis to carry out a planned activity.

Staff can seek the support of the group manager or Senco at any time if they are concerned about a child’s development. The role of the Senco is to support, advise or sign post in order to support staff and children and their families.

 We also use our staff supervision meetings as an opportunity to discuss the wellbeing and development of each of our children.

Towards the end of the session, we carry out a small ‘language group’activity. This is for children who have been identified as needing the benefits of a small group activity.