

Brent minimum standards for SEND provision in early years settings

This SEND policy has been written and implemented in our setting in line with our Local Offer, which is part of the Department for Education's SEND Code of Practice 0 – 25 years (January 2015).

The SEND Code of Practice states: 'All children are entitled to an education that enables them to achieve the best possible education and other outcomes and to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education' (5.1, Send Code of Practice 2015).

5.2: Providers of early years education that receive local authority funding are required to have regard to this code (SEND Code of Practice 2015).

5.5: All those who work with young children should be alert to emerging difficulties and respond early, in particular parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves (SEND Code of Practice January 2015).

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

- We have due regard for the SEND Code of Practice.
- We ensure our provision is inclusive to all children with SEND.
- We support parents and children with SEND.
- We identify the specific needs of children with SEND through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We inform parents of our Local Offer to ensure they are aware of the support offered.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

XXX Setting (PVI) Local Offer – example template

Having a Local Offer is an aspect of the Children and Families Act 2014.

Aim: *At XXX setting we aim to provide support and information for families with young children with SEND.*

1. How does the setting identify if my child has SEND?

We identify children's development and needs by allocating every child a key person before they start their journey with us. The key person is responsible for assessing and recording your child's development. The key person completes observations on your child during their time in our early years setting. The key person will also share information with you about your child's development and we encourage you to do the same with them about your child's development at home.

The information gathered from observations, assessments and speaking with you, supports the key person in planning for your child's next learning steps to support their development. Throughout this process if the key person has any concerns about your child's development they will speak with you and the setting's special educational needs co-ordinator (SENCO).

2. What should I do if I think my child may have special educational needs?

If you have a concern you can speak with your child's key person or the setting's SENCO or manager. They will be monitoring your child's learning and development through observations and if there are concerns they can work with you to establish a



support plan that is implemented and reviewed regularly with you to identify progress or further targeted support.

3. How will the early years setting support my child and how are the setting's resources allocated and matched to children's special educational needs?

Your child's key person will work in partnership with you and with your child. We fully encourage you to share information regularly with the key person. Our SENCO will also be on hand to support you and your child. In addition to this all settings have access to support and advice from Brent Council's Early Years Inclusion Support Team (EYIST).

We will invite you to be part of a Team Around the Child meeting to enable you to be central to all discussions about your child. Depending on the ability and understanding of your child we also include them in decision-making about their development and needs.

As part of our daily practice we use a range of strategies and differentiated activities to support children. With parental consent the SENCO can make referrals to other professionals such as a speech and language therapist and community paediatrics teams.

Every child has the right to reach their full potential through a varied curriculum, which supports their individual needs and development. All children are seen as an individual within our setting.

The key person, through observations and talking with you, your child and other colleagues, will get to know what your child's interests are. They will also get to know what your child's favourite activities are and how they prefer to learn. Using this information supports the key person in adapting any activities needed to support your child in accessing the early years curriculum.

We organise our sessions so that the children can choose from, and work at, a range of activities and in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills and learn how to work with others.

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

Your child's key person or SENCO will be available to speak with you daily. Your child's progress is recorded in your child's learning journal through written comments, observations, quotes, pictures, samples of work and photographs. We also encourage your input and welcome photographs taken at home or on holiday.



You will be invited to regular meetings with the key person, SENCO and other professionals. We can give you ideas for what to do at home to support your child's development and visit you there if this is needed. We have links with our local children's centres who are always there to help and support our families.

5. What support is in place for my child's overall well being?

We have health and safety policies and procedures, which are implemented daily. Copies of these are in the operational folder in the office. We have a behaviour policy and a named behaviour coordinator. We also use strategies for supporting positive behaviour and support children with social emotional and mental health needs.

In addition there is a strong emphasis on providing a nurturing environment. All staff have a positive approach to children's learning and emotional wellbeing and are sensitive to their individual needs.

6. How will my child's views be taken into account in order to meet their needs?

The SENCO will have meetings with you alongside any other early years professionals involved with supporting you and your child. The key person will meet with you and you will be invited to all the meetings. We use information gathered from the observations and assessments we carry out in the setting and by other early years professionals, as well as information shared by you and your child. The management team monitors this process and will give support when needed.

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

With consent from you we can access the services and professional support from speech and language therapists, children's centres, disability and family support workers, pre-school specialist teachers, and children's paediatricians. This list is not exhaustive. We work closely with other early years professionals whom come into our setting regularly. You will always receive a copy of any report written either by us or by other early professionals and you will always be invited to meetings.

8. How does the setting manage the administration of medication?

If your child has specific medical needs our staff will meet with you to write up an agreed medication or health care plan. They will also seek appropriate training if appropriate.

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



You will be informed about any outings in advance and consent will be sought. We will make reasonable adjustments, in line with current disability regulations, and we will also provide differentiated activities to promote individual children's learning and development.

A risk assessment must be completed before any outing takes place to ensure the safety of all children. Sometimes a short visit might involve children going to the local shops. Activities like this will be discussed with you when we first meet up so that we have an agreed procedure in place. We involve parents and you will be asked if you would like to come on trips/outings.

10. How is the setting accessible to children with SEND?

We will make reasonable adjustment to support your child's accessibility to access the setting.

11. How are staff at the setting supported to work with children with SEND and what training do they have?

The local authority provides training to settings to support the implementation of the SEND code of practice. The settings are encouraged to attend SEN Code of Practice training and other regular SEN training. Staff from the EYIST also visit settings regularly to provide advice, support and guidance.

12. How will the setting prepare and support my child to join the setting or transfer to a new setting?

We have transition procedures in place to support children starting or leaving our setting. If your child has an identified special educational need or disability it will be important to share this information with their new setting or school. We will invite the key person, teacher or SENCO to come and meet you and your child to support a smooth and successful transition.

13. How are the resources allocated and matched to my child in XXX pre-school?

We count resources as everything from staff deployment to activities and training. We deploy staff to support the key person to help meet your child's individual needs.

14. How does the setting work in partnership with parents to help meet the needs of the child?

We have a strong ethos for involving parents within our setting. We believe parents know their child best and we will encourage you to share information about your child with their key person and the setting's SENCO and manager. We have an open door policy. You are involved in decision-making for your own child, right through from



registration and the settling in process, to review meetings and throughout your child's educational journey with us.

14. Who can I contact for further information?

Name: XXXX

Telephone: XXXXX or out of hours call XXXX

Email: XXX@ccc.com

.

15. What should I do if I want to make a complaint?

If you wish to discuss your child's special educational needs or are unhappy about any issues you should contact the setting's manager or SENCO.