



SEND & The Local Offer at

Red Hen Day Nursery.

Red Hen nurtures and individuality, helping them to fulfil their potential, and will source additional support as necessary. Red Hen abides with statutory duties and responsibilities of Early Years Settings under the reforms in the Children and Families Act 2014 (part 3) in relation to children in their care who have or may have special educational needs or disabilities (SEND). It draws out elements from the 0-25 Special Educational Needs and Disability Code of Practice that relate to early years provision, as well as wider aspects that all those who work with children and young people with SEN or disabilities and their families should have regard to.

The Children and Families Act 2014 provides, from September 2014, for:

- 🐔 a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
- 🐔 services across education, health and care to be jointly commissioned , Education, Health and Care (EHC) plans

Principles underlying the SEND Code of Practice at Red Hen includes the following:

- 🐔 identifying the needs of children
- 🐔 taking into account the views of children and their families; enabling children and their parents to participate in decision-making
- 🐔 collaborating with partners in education, health and social care to provide support
- 🐔 providing high quality provision to meet the needs of children
- 🐔 focusing on inclusive practices and removing barriers to learning and development
- 🐔 helping children to prepare for school and their futures

Red Hen staff will be alert and responsive to emerging difficulties. In particular, cultivating mutual respect - listening and understanding and respecting parents may express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

Our local offer outlines the nature and management of Special Educational Needs and Disabilities at Red Hen Day Nursery. We will co-operate with the local authority in delivering the support a child and their family require. "All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education" (DofE 2014).

Please read on to find answers to some of the questions you may have:-

Who should I contact to discuss the concerns or needs of my child?

We encourage parents/carers to contact the Manager Mrs Julie Thompson who is also Lead SENDCo (Special Educational Needs Co-ordinator) if they have any concerns about their child's early-education/development. (Tina Obbard has 4 day SENCO training also)

Triggers for SEN concerns vary according to age and maturity but may include:

- 🐦 Lack of progress in the Early Years Foundation Stage Development Matters statements. These may be highlighted in the two-year check or at other times.
- 🐦 Visual or hearing problems
- 🐦 Speech and language difficulties
- 🐦 Communication problems
- 🐦 Delayed physical development
- 🐦 Poor listening and attention skills
- 🐦 Behavioural challenges
- 🐦 Short concentration and high level of distractibility
- 🐦 Difficulties with gross or fine motor control
- 🐦 Child protection issues
- 🐦 Family problems – e.g. family break ups, bereavement

How do I know if my child has SEN/SEND?

If your child has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.” (SEN Code of Practice 2014)

“Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.” (SEN Code of Practice 2014)

How will the nursery respond to my concern?

The Manager (SENDCo) will listen to the parents/carers concerns with sensitivity and in confidence. If necessary, she will arrange a meeting to discuss further. The key person will work with the SENCO using assessments, knowledge of the child, information obtained from parents. The nursery will follow a graduated approach (see SEND code of practice 6.44 – 6.56) based on a cycle of:

- Assess (what the child can and cannot do; the special help they may need)
- Plan
- Do
- Review

How will the nursery decide if my child needs extra support?

If we are concerned your child is not making the progress at the review stage, the Manager (SENDCo) will discuss this with the parents along with the key person. Further assessments may take place that will inform the appropriate strategy for support.

What will the nursery do to support my child?

The key person is responsible for working with the child on a daily basis but the Manager (SENDCo) will oversee IEPs and whole room team will be updated about any strategies during room meetings. Strategies may include ensuring children are in

smaller groups, using visual aids, using documents such as 'First Call' and 'Letters and Sounds' for Speech and Language support.

Will outside agencies be involved with supporting my child?

If the child is assessed as being at least 2 ages and stages below expected in 1 prime area, Parental consent will be sought then LCC Early Years Childcare and Support (EYCC) advisors will be contacted to assess and to determine relevant professional support. An Action Plan will be prepared; it may involve a visit/observation from EYCC or a referral/discussion over the phone.

Inclusion/transition funding may be requested through EYCC. The Health Visitor will also be asked to be involved.

Inclusion funding is awarded in two stages. 1 for children with *Emerging* needs - at least 2 ages and stages below expected in 1 prime area and 1 for children with *Moderate* needs – at least 2 stages below expected in 2 prime areas.

Which outside agencies might be involved with my child?

The outside agencies we seek advice and support from will depend on the specific area of need for each individual. Sometimes more than one agency will become involved. There is a list below of

some of the agencies we may engage with.

Speech and Language Therapy – SALT

Health Visitor HV

Educational Psychologist - EP

Physiotherapists

Social services

ESCO may be initiated if more than one agency is involved.

Portage- (A home visiting educational service for pre school children with additional needs and their families. Criteria for referral - learning/physical difficulty, developmental delay in 2 or more areas, Social, communication and interaction differences, autism).

How will I be informed of my child's progress?

Regular meetings between parents, key person, SENCO and other support agencies will be arranged to discuss individual educational plans (IEPs). Review meetings are normally organised every 6-8 weeks. If at any time you are unhappy about the help your child receives you must firstly discuss your concerns with the Manager (SENCO). If you are still unhappy, further information can be found at

www.lincolnshire.gov.uk/liaise

How accessible is the nursery environment?

The main nursery building is accessible by wheelchair however, due to the nursery being on a farm, there are a variety of outdoor terrains to be considered.

How will the school prepare my child for starting school?

Meetings/visits will be arranged from reception teachers and SENCOs as applicable. Depending on the complexity of the additional needs a request for EHC may be appropriate for the child before starting school. This is completed by the SENCO along with the Key person/parents before the end of the Autumn term in preparation for it to be in place by the following summer term. Extra transition visits may be necessary to help with the smooth transition into school.

EHC Plans – more information:-

If the child has not made expected progress despite everything the nursery has tried, an Education, Health and Care plan (EHC) might be the next step.

EHC plans now replace Statements of SEN and LDAs (Learning Difficulty assessment)

Parents can also request an EHC needs assessment by writing to the local authority. The decision to allocate an EHC plan lies with the local authority but parents can respond to their decision.

Parents of a child with an EHC plan can request a personal budget for special education provision – please ask the Local Authority for more information.

How can I access support for myself and my family?

There are a variety of support services available to families. We will also help signpost you to any additional services that might be of benefit.

- 🐦 Early Help and Team around the Child (TAC)
- 🐦 <http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-child-tac/>
- 🐦 National parent Partnership Network <http://www.iassnetwork.org.uk/>
- 🐦 Lincolnshire Children's Services
<http://www.lincolnshire.gov.uk/parents/schools/sen/>
- 🐦 4all www.lincolnshire.gov.uk/4all
- 🐦 Kidz creche www.kids.org.uk/lincolnshire
- 🐦 The local Children's Centre will also have information and support for parents

The Designated Lead person for any 'Looked after Children' is Julie Thompson

Further Information:-

<http://www.sendgateway.org.uk/about.html>

www.gov.uk/government/publications/send-guide-for-parents-and-carers

www.lincolnshire.gov.uk/liaise

Lincolnshire Parent Carer Forum – www.lincspcf.org.uk

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