**Our Local Offer**

**(How we support children with special educational needs and disabilities)**

At Cowling Preschool & Toddlers Ltd we believe that all children have a right to experience and develop alongside their peers. We are committed to working alongside parents/carers and other agencies to provide for all children’s needs and requirements and to enable any child with special needs to fully access the facilities at our Preschool and to make the most of their time with us.

**How does the setting know if my child needs extra help and what should I do if I think my child may have special educational needs?**

Ongoing observations are made of all children and linked to the “Development Matters” stages of development. This is part of the assessment and planning process for all children. This can in some cases identify a child’s individual additional needs. Observations are discussed with the setting SENCo (Special Educational Needs Co-Ordinator) and parents/carers and the setting manager as necessary. The setting SENCo has completed a ‘New to SENCo’ training course and regularly attends the ‘Network SENCo’ meetings throughout the academic year.

**How will I be involved in discussion about and planning for my child’s education?**

Parents knowledge of their child is key, we have ‘I can…..’ forms available outside the room for parents/carers to complete, which gives us an overall picture of a child’s development both at home and in setting.

Children’s strengths, needs, likes and dislikes are discussed with parents and completed on registration by filling in an ‘All about me’ form and an ‘On entry profile’.

Children’s learning journeys are accessible to parents at all times, along with weekly planning. Any confidential information regarding your child is kept secure in a locked filing cabinet but is available for parents to view upon request at any time, in line with the General Data Protection Regulation (GDPR) 2018.

The setting operates an ‘open door’ policy and encourages staff to have daily contact with parents/carers so that communication can be ongoing.

**How are the setting’s resources allocated and matched to children’s special educational needs?**

Inclusion funding can be applied for if your child meets the specific criteria which would help support your child being included in the setting by providing appropriate resources required or extra staffing.

Staff are able to differentiate resources to adapt an activity to include every child, no matter what area of provision. Provision in the setting is reviewed every term to ensure that resources are effective in supporting all children, evidence of this comes through ongoing observations and the manager’s room monitoring assessment.

In setting we have a fully accessible room and as necessary the physical layout of the room can be altered top accommodate for example, a wheelchair or walking frame. The outside area is also fully accessible to all children as we are on ground level.

**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?**

Parents are invited to stay and play sessions to attend before the child starts.

Any necessary staff training is completed prior to the child starting at the setting.

Any relevant information/documentation is shared in the setting if necessary, i.e. previous ILPP’s (Individual Learning and Provision Plan’s), paediatric reports, to ensure appropriate planning is in place, as long as we have parent/guardian consent to do so.

Each child has a key person. Their role is to develop trusting, sensitive relationships with parents/carers and children to enable respectful sharing of information. If you have any concerns about your child’s development this can be discussed at a convenient time in private with the keyworker. If your child’s key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child’s learning and development and next steps/targets planned.

When the child is ready to move in to setting or transferring to school, transition meetings at parents/carers convenience are held to plan transition for the child with sufficient time for the receiving setting/school to make necessary plans for effective transition. Documentation is passed onto the receiving setting to include tracking, ILPP’s and individual learning journeys, if consent is in place for us to do so.

If funding is available this can be used to allow the key person to support transition visits and to ensure the settling in process goes as smoothly as possible for the child.

**How will the progress towards any of the outcomes identified for my child with special educational needs be assessed and reviewed?**

Targets are set on an ILPP if necessary with parents and other professionals (if involved) to support the learning and development of the child. Through these and 6 weekly reviews of the ILPP’s enables the setting to plan for individual needs and preferences and to confirm if targets have been met or exceeded. Parents/carers are invited to reviews along with the Early Years Advisory Teacher and any other health care professionals involved as necessary.

If you require any further information please do not hesitate to contact Andrea Parkin, Manager or Nicola Smith Manager and SENCo (Special Educational Needs Co-ordinator) on 01535 635068.