

Local SEND Offer (Early Years Providers)

Name of setting	Little Learners Nursery and Preschool, Ilford
Manager	Fatma Mbwana
SEN and Disabilities Co-ordinator	Madeha Malik
Date completed	July 2016 (updated December 2021)

The following information is made available to families, children, young people and practitioners, via the [FiND website](#).

1a Your setting's ethos

At Little Learners we provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential. We:

- ensure our provision is inclusive to all children with special educational needs.
- support parents and children with special educational needs.
- identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- work in partnership with parents and other agencies in meeting individual children's needs.
- monitor and review our policy, practice and provision and, if necessary, make adjustments.
- have due regard for the Special Educational Needs Code of Practice (2001).

When children with SEND join the nursery we arrange settling-in visits so children and parents can get used to us.

Parents are asked to complete an information form and an "all about me" form so we can learn about the child before they start. Parents can stay during the settling in visits but are encouraged to leave for a short time. Little Learners practitioner's provide detailed feedback on the settling-in visit so parents can be reassured that we are making their child feel welcomed, included in nursery life and that we understand their needs.

We support children with SEND by allocating a key person to every child who joins the nursery, by having a SENco in the nursery and by using the specialist knowledge of the Area Special Needs Coordinator.

We will refer children to specialists where appropriate and will devise and implement Individual Education Plans, all with parents' involvement and knowledge. Information is shared with parents after professionals have been in to visit the child, at regular review sessions and at parents evening. Staff are available at any time to answer parents queries. The effectiveness of our systems is measured by the progress made by children and whether parents feel supported.

1b Description of your setting

Little Learners Ilford is a single storey, purpose built 64 place nursery. Provision is provided in four good sized, age appropriate rooms. We have an easily accessible outdoor area and a range of sensory equipment including resources to support SEND.

2 Identifying a child's additional needs

Our trained practitioners are experienced in the use of developmental milestones. They use Early Years Outcomes to assess whether children are working within accepted norms. They carry out observations to gather appropriate information and use this information to make an informed assessment of a child's needs.

Where practitioners identify a child needs extra support they will foremost discuss this with the parents and may suggest they visit their GP or Health Visitor. We will seek parental permission to talk to the Area SENco who can advise us of the next course of action. We will give the parents feedback on this outcome. If an Individual Education Plan is required then parents will be asked for input and we will write this together. Parents encouraged to contribute to plans by suggesting targets they wish their child to progress towards.

3 Dedicated contacts at the setting

Little Learners has an open door policy and parents are invited to discuss any concerns they have about the progress and development of their child.

Parents who have questions or concerns about their child's development should contact their child's the keyworker, the SENco or the Manager.

4 Involving parents/carers in planning support

x	Planning and review meetings	x	Parenting Advice
x	Advice on how to support learning at home	x	Regular contact between parents/carers and the setting
	Other, please specify		

Additional notes

5 Range of support available to children with SEND

x	EYFS Curriculum planning differentiation	x	Partnership working with other professionals
	Specific teaching interventions	x	Additional support strategies
x	Support for behaviour	x	Support for communication needs
x	Support for health needs		Other, please specify

Additional notes

Our staffs attend training to support behaviour and communication needs.

6 Measuring a child's progress

The progress of children with SEN is assessed against the Early Years Outcomes, if appropriate, and observations are made against their individual targets. Little Learners encourages parents to share information from other professionals and we will implement their suggestions wherever possible.

All parents are given access to Tapestry, an on-line learning journal, that practitioners use on a daily basis to record progress and development progress against Early Years Outcomes. Key workers provide daily verbal

feedback to parents.

Targets are reviewed with parents on a regular basis, usually at least once a term.

7 Support and training for staff

Our designated SENCo has completed SEN Modular Advanced, parts one and two qualifications, advanced Safeguarding training and training in Understanding the Meaning of Behaviour. Our SENCo has experience of supporting children with additional needs. All staff have completed Paediatric First Aid training and most hold a level 2 Safeguarding qualification.

8 Accessibility of the setting

How is the setting accessible to children with SEND, e.g. fully/partially accessible, i.e. for wheelchair users, hearing loop, facilities for personal care?

Little Learners Nursery is accessible by wheelchair and children with mobility difficulties. We have a toilet suitable for use by children with mobility difficulties. When communicating with parents whose first language is not English we will have documents translated into their home language and try to find a person who can translate for parents. We have links with our local Children's Centre and use them for advice and specialist resources.

9 Inclusion

As practitioners get to know each child and their preferred learning styles we can differentiate activities to help support all children's learning. We will offer children with SEND activities we know they are interested in and will participate in to enable them to fully engage. We differentiate within our planning to ensure all children's needs are met and use visual timetables and now and next boards, a visual aid for children that find it hard coping with routine. Nursery outings are accessible to all children. Risk assessments are completed to ensure all children can participate in activities safely.

10 Transitions - starting school or changing settings

When a child transfers to school we will work with the child, parents and school in making the transition from nursery to school. We will invite the new school teacher to visit as much as possible and when invited the keyworker will visit the school with the child. We share information and welcome professionals to visit children at Little Learners, making transition smoother. We use books to tell stories about children starting school and we settle children gradually into new rooms within the setting so they can get used to change.

11 Support and training for parents/carers

What support and training is available from your setting to parents and carers? Place an 'x' as relevant and add supplementary information in the notes box

x	Parent workshops		SENCo
	Coffee mornings with parents	x	Links with Children's Centres
x	Parent Consultation		Other, please specify
Additional notes		Parent evenings are held twice a year.	

12 Further information for parents/carers and practitioners

Further information is available from the Manager and SEN Co-ordinator at Little Learners Ilford.

This policy meets the requirements of the Statutory Framework for the EYFS 1st September 2021.

Date policy last reviewed/updated	19 th November 2021	Reviewed by	Julia Ward, Quality Manager
Date of next review/update	November 2022		