



## Local Special Educational Needs and Disabilities (SEND) Offer

At Heath Barn Preschool we welcome all children and their families, and our aim is to provide a happy, stimulating and secure environment. Within this environment, all children will be supported to achieve to the best of their abilities.

### **- How will the setting know if my child needs additional help?**

Staff at Heath Barn have worked with many children with a varied range of additional needs and have gained a lot of experience over the years.

A child's additional needs may be identified through the keyworkers observations and assessment using the 'Early Years Outcomes', and/or through concerns raised by parents/carers.

We are committed to the early identification of special educational need and work with the SEND Code of Practice 2014, adopting a graduated response for all children.

### **- Who are the key people at Heath Barn Preschool available to discuss parental/carers concerns about their child's additional needs?**

If parents/carers have any concerns about the well being or progress of their child, the first point of contact will be the child's keyworker.

The Special Educational Needs and Disabilities Co-ordinator (SENCo) at Heath Barn Preschool is Margaret Smithers. Margaret is an accredited SENCo and has many years experience.

### **- How are parents/carers informed about their child's progress and how is progress measured?**

Children are assessed using the development milestones taken from the Early Years Foundation Stage (EYFS) and the Department of Education document 'Early Years Outcomes'. This together with parental information, practitioner observations and knowledge of child development provide the information required for assessing developmental levels.

Further guidance is taken from the Central Bedfordshire Guidance on SEND in the Early Years, a Graduated Approach, 2018.

In partnership with parents, the keyworker and SENCo will consider a child's needs and their progress using the Central Bedfordshire SEND Support Plan. This sets out the long and short-term outcomes that everyone is working towards. Progress meetings are held half termly and involve the parents, SENCo, keyworker and any other outside agencies or staff who may be supporting the child.

A referral may be made to the Central Bedfordshire Early Years Allocation meeting requesting an Early Years Initial Assessment by one of the early years professional teams.

As stated in the SEND Code of Practice 2014, in a very few exceptional cases where there are severe and complex needs, a Education Health and Care Plan (EHCP) needs assessment request may be necessary.

Our SEND policy recognises that partnership working with parents/carers is paramount in enabling children with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and make valuable contributions of how to support them.

We may 'sign post' parents to other outside agencies and support groups.

Medical needs are addressed as required by a care plan in partnership with parents and the relevant health professionals. Medicines are administered in line with our health and Safety policy.

### **What other different types of support can a child receive?**

Support children will vary according to their individual needs or medical needs and may include:

- Routines and activities may be adapted to meet individual needs and visual timetables provided.
- Support may be provided by the Early Years Support Team, they will visit the setting to offer advice and support.
- 1:1 and/or small group work to address outcomes specified in the child's SEND Support Plan
- Additional funding may be provided to the setting from Central Bedfordshire Early Years Allocation meeting following an Early years initial Assessment. This will enable staff to spend time with a child to put in place strategies identified in the SEND Support Plan.

### **What support is in place to meet children's physical needs?**

We will follow advice given in reports from physiotherapists and/or occupational therapists.

All of our learning areas are on one level and accessible to all; there is a designated accessible toilet.

All permanent members of the team hold certificates in paediatric first aid.

If required, staff will undertake Epi pen and asthma training.

Risk assessments for individual children and for particular activities will be completed in conjunction with the SENCo where relevant and necessary.

We comply with the Disability Discrimination Act (2010) in making reasonable adjustments for children with SEND.

### **What other agencies can provide support to children with SEND?**

We liaise closely with a range of outside agencies in order to draw upon the expertise of a wide range of external professionals to support children with SEND. They contribute through providing observations, reports, advice for staff and parents, and by attending professional meetings.

Agencies may include:

- Local Authority Early Years SEND Advisory Teachers (Psychology and Advisory Support Service)
- Early Years Support Team (EYST)
- Edwin Lobo Child Development Centre (ELC)
- Child Bereavement, Trauma and Emotional Wellbeing Service (CHUMS)
- Speech and Language Therapy Service (S&LT)
- Occupational Therapy (OT)
- School and Community Nursing Service
- The Virtual School for Looked After Children
- The Hearing Impairment Team (HI)
- The Visually Impaired Team (VI)

### **What specialist training do staff have in SEND?**

Staff have gained a lot of experience working with children with a wide range of abilities and needs. In many cases the actions needed to respond to an individual's requirements for access to play and learning will be met through greater differentiation within activities.

- the Preschool Manager holds an accreditation in the Coordination of Special Educational Needs Provision (Level 4) and regularly attends the local authority Professional Study Group.
- Two staff have attended the local authority 3 day training in SEND

Other training attended:

Behaviour Management, Keyworking in Partnership, Behaviour and the Physical Environment, Triple P, Positive Parenting Programme and Effective Communication.