



Sandon Cygnets Local Offer

First and foremost, children are at the heart of everything we do, we work together as a team with you the parents to support your child, listening to both you and your child. We believe that as a parent/carer you gain a strong feeling of comfort when you visit a setting. We, therefore, recommend that you and your child visit to discuss your child's needs in greater detail.

The Local Offer

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The information below briefly outlines what we can provide for children with special educational needs and disabilities. We would invite you to visit us to discuss your child's needs in greater detail.

Identifying Children with Special Educational Needs and Disabilities

We hold stay and play sessions for parents and children to meet staff especially their keyworker and to ask and discuss their own individual child's needs and any concerns they may have. We offer an open door policy and are happy to discuss your child's progress at any time

On starting pre-school, we consult with parents about the child's strengths, dislikes and needs. We ask you to complete a short All About Me sheet.

Each child is designated a Key Person who ensures personal attention to the needs and development of each individual child (although all staff work with all children as part of a team).

We welcome any reports from health care professionals and aim to work in partnership with any health care professionals/or outside agencies that your child may have contact with.

Supporting Children with Special Educational Needs and Disabilities

Every child in the setting will have a Learning Journal where written observations, photographs and samples of work are saved. These are available to view at any time and can be borrowed to take home. We also use Class Dojo to share photos and comments day to day with parents and carers.

The 'All About Me' sheet which parents complete when a child first starts will also be inserted in the Learning Journal. The Keyworker/SENCO will discuss with you any concerns or requirements your child may have.

Kerry (SENCo) is familiar with SEN Code of Practice, monitors records and ensures they are kept upto-date. She has experience of working with children with a wide range of needs. She establishes and maintains positive relationships with parents.

We access additional support from other professionals where necessary. We work closely with many agencies, from Herts Inclusion Team, Advisory teachers, etc . All contact with any professionals will be with your prior permission.

We ensure that parents are informed and included at all stages of assessment, planning, provision, monitoring, reviewing and implementing any strategies. We offer an open door policy whereby parents/carers are free to talk to their key person at any time.

Our SENCO has completed specific SENCO training; various other courses and attends Network Meetings termly.

Staff regularly attend training courses on specific subjects such as Speech and Language Development.

How will the curriculum be matched to my child's needs?

Initially we will get to know your child, through talking and playing with them. Observations will be undertaken and included in the Learning Journal by your child's keyworker. We complete 2-year-old checks if appropriate.

We have weekly staff meetings where we plan activities taking into account children's interests and stage of development.

Children's Next Steps are shared with parents and any other settings/childminders that are involved, termly or more frequently if needed.

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

Parents are welcome at any time to discuss their child's progress, look through their learning journal. We encourage parents to take these home each term to look through and comment on.

The regularity of formal meetings between staff and parents will depend on your child's level of need.

What support will there be for my child's overall wellbeing?

We offer a friendly, welcoming and inclusive environment.

We will involve other professional and agencies to ensure that we support your child in all areas of their development. We will support you and your child with toilet training, and any issues regarding eating, sleeping etc.

If your child has any specific medical needs our staff will undergo any training – e.g. epi pen training, replacing catheter etc.

Our behaviours management policy outlines our procedures. If a child displays unacceptable behaviour, we will work with both parent and child to improve and support their behaviour. We can request the support of the inclusion development officer employed by the local authority.

What specialist services and expertise are available at or accessed by the early years setting?

Kerry has much experience in the role of SENCO and has worked with children with a wide range of needs. She has experience in accessing exceptional needs funding where needed, can support parents with EHC Plan application and keeps up to date with current practices.

We have good links with our local children's centre and we work with a wide range of agencies such as advisory teachers, occupational therapists, health visitors, speech and language therapists, educational psychologists etc.

We have great links with local schools, which makes transitions easier.

What training are the staff, supporting children with SEND, had or are having?

All staff regularly attend training courses with a wide range of subjects. Most of our staff are Level 3 or above.

Most staff are trained in Makaton/BSL and we include this in weekly staff meetings.

Our SENCO attends termly SENCO Network Meetings.

How will my child be included in activities outside the early years setting including trips?

All trips have a risk assessment carried out and we discuss your children's needs with you to ensure that they are included in a safe and appropriate manner. All parents are welcome to accompany their own children.

How accessible is the early years setting environment? (Indoors and outdoors)

We have a large classroom with an accessible toilet. The outdoor learning environment is accessible. The transition between the two is managed by an adult. We have a range of tables and chairs at different heights and place activities at different levels to ensure accessibility for all.

How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

We follow our settling in policy, but can be adapt to suit the needs of individual children.

We invite all new children with their parents to come and play at open morning/afternoon where they meet their keyworker and other members of staff.

A transition meeting with any professionals who may be involved with the child, parents and representatives from new setting and if applicable staff from old setting.

We give child photo book of our setting/encourage new setting to produce photo book to give to child.

We liaise with new setting, passing on any relevant paperwork, such as Learning Journal. We provide all settings with a transition document summarising their learning and development levels as well as their likes and dislikes.

How are the early year's setting's resources allocated and matched to children's special educational needs?

At Cygnets we have a high staff/child ratio, so your child will receive lots of support. We have a range of resources so that all children have access to all our resources. We are able to support children with a range of needs by using different strategies to support them in their learning for examples, visual timetable, PECS Cards.

Who can I contact for further information?

Kerry Cain, Co-Manager and SENCo – 01763 287238