

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**(SEND) LOCAL OFFER**

EARLY YEARS EDUCATIONAL PROVIDER NAME:DONKEY FIELD  
PRE- SCHOOL

CONFIRMATION THAT CO-PRODUCTION HAS TAKEN PLACE  
WITH PARENTS AND CARERS .....**YES**

**LOCAL OFFER SUMMITTED BY:**

**NAME-Coral Lindsay**

**DATE-16<sup>th</sup> August 2019**

**SIGNATURE-----**

## **QUESTIONS FOR EDUCATIONAL SETTINGS**

**1 How does the early years setting know if children need extra and what should I do if I think my child may have special educational needs or disabilities?**

**How do you identify children with special educational needs how will I be able to raise concerns if I have any if the early years setting is specialised which types of special needs do you cater for?**

**All children attending Donkey Field Pre-School are observed on their learning and development. These assessments will identify if your child needs additional support. Your child will be monitored and supported by the pre-school and outside agencies with parental consent. Each child has a key person, the child's main carer given at the pre-school. Discussions with you and your child will take place with the key person. Donkey Field Pre-School cater for children with special educational needs, such as autism, speech and language difficulties, behavioural problems, English as an additional language, disabilities and social communication difficulties.**

**Donkey Field cater for the local diverse community and actively involve groups to support individual needs.**

**The pre-school includes all families in parent's meetings, link books and the completion of an 'All about Me' book on admission. We also invite parents/carers to help and support the children in session time.**

## **2. How will the early years setting support my child?**

**Who will oversee and plan the educational program and who will be working with my child and how often? What will be their roles, who will explain this to me, how are the early years setting governors or trustees involved and what are their responsibilities, how does the early years setting know how effective it's arrangements and provisions are for special educational needs?**

**Donkey Field's staff have attended speech and language training and networking sessions to support children with speech and language difficulties and other special educational needs. Donkey Field's key person approach involves each key person to plan around their children's individual needs. Each key person tracks their child's development and reviews their progress termly, discussing the child's progress with their parent/carer. The home link diary support communication between the parents/carers and the key person. On induction each child receives an 'All About Me' form which focuses on the child's strengths, areas for development, home life, interests and language. Observations, assessment and planning along with the routine of Donkey Field are explained on induction. Each year Donkey Field's sends a parents questionnaire to each family to gather opinions on the service and support we provide to the children and their families, the results are used to improve practise.**

**The pre-schools Special Educational Needs Coordinator (SENCO) is familiar with the SEN Code of Practice, monitors records and ensures they are kept up to date regarding information about your child's learning and progress. Our SENCO establishes and maintains positive relationships with our parents informing of any progress, insuring the pre-school staff are familiar with the SEN policy and that it is review annual. Our SENCO support staff with SEN liaises with professionals and coordinates transition into school. The SENCO, when in need of support will complete a form 'Child of Concern' would be completed and a meeting arranged with the staff to observe and collate evidence on your child.**

### **3. How will the curriculum be matched to my child's needs?**

**What are the early years setting's approaches to differentiation?  
How will that help my child?**

**Every child is different. We take into consideration your child's progress and plan and support the child at their own pace. We use the Early Years Foundation Stage Curriculum as a guide for a child's development. The settings Special Educational Needs Coordinator (SENCO) help children who need extra support. They will provide each child's key person with support and activities for your child to learn within the area of need. Progress will be evidenced in your child's learning journal and Individual Educational Plan (IEP) will be written to support learning in the pre-school and in the home. The IEP's will be reviewed termly to review your child's progress. Observations are taken on your child and an assessment is made, which will highlight areas of the development that need to be focused on. Planning will be addressed in all these areas of learning.**

### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

**In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the early years setting know how well my child is doing? How will I know what progress my child should be making? What opportunities will there be for regular contact about things that have happened at early years setting e.g. a home/school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?**

**Learning journals hold each child's observations and assessments, tracking sheets (this form is a guide of where your child should be developing), the child's creative work, along with photos telling the story of the child's progress. Individual planning forms can also be found in the child's special educational needs folder explaining what areas of learning your child needs support in and how the key person and parent can support this at home and in the pre-school. Donkey Field Pre-School assesses each child's development through 2 and 3 year old progress checks. We adapt targets to maintain and challenge a child's development progress. Parents are their child's first educator and as a setting it is paramount we involve parents in their child's learning and development. We have an open door policy, and parents are welcome to come into the setting at any time. Key persons are available to discuss with you at any time how your child is progressing at any time. Donkey Field provides information to parents/carers via newsletter, the website, link books, parent's evenings and the white board.**

## **5. What support will there be for my child's overall wellbeing?**

**What is the pastoral, medical, social support available within the setting for children with SEND? How does the early year setting manage the administration of medicine and providing personal care? What support is there for behaviour, avoiding exclusion and increasing attendance? How safe is my child in your early year setting? How my will my child be able to contribute his/her views? How will the early years setting support my child to do this?**

**Donkey Field Pre-School can administer medicine with written parental consent and information is logged in the medication book. A child with behavioural difficulties will be supported by each member of staff and staff will attend training where necessary to understand the individual child. The SEN will ensure the child has an Individual Educational Plan in place to support their needs. The child and their family along with the SENCO key**

**person and possible other agencies will work together to support the child's needs.**

**Every child has a choice and a voice. Children are invited and support to play, learn and develop and resources are provided and planning is arranged to suit the individual child's needs. Emotions and feelings are discussed and positive language is encouraged throughout the session to promote positive social skills and to build self-confidence.**

**6. What specialist services and expertise are available at or accessed by the early year setting?**

**Are there specialist staff working at the setting and what are their qualifications? What other service does the early years setting access, including health, therapy and social care services?**

**Four members of staff are fully qualified with National Vocation Qualification level 3, two unqualified, however, wishing to undertake training and the Manager and Deputy Manager have a Degree in early years. All staff have paediatric first aid training and the managers have attended a level 3 safe guarding training. The setting SENCO has attending networking sessions to keep up to date with changes within special educational needs. The pre-school has basic sign it say it training and uses signing through songs and rhymes. Signs and symbols are provided around the setting to support children's communicational skills. Donkey Field works together with the SEN Team to support children with additional needs. We also have strong support from the children centre in our local area. As a setting we work with different agencies as and when they are required.**

**7. What training have the staff supporting children with SEND had or having?**

**Donkey Field have 8 members of qualified staff, 6 of member holds a NVQ in childcare or above.**

**Staff attend all mandatory training sessions and training suggested by the SEN team to support the unique child.**

**We also provide basic "say it sign it" training within the setting.**

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

**Trips and outings are advertised through our newsletter and letters. Parents give consent for their to attend and permission forms are signed. Parents are invited to attend if they wish to do so. Depending on the child's needs, one to one support can be offered to ensure the child can be included.**

**9. How accessible is the early years setting environment, indoors and outdoors?**

**Is the building wheelchair accessible? Are there disabled changing and toilet facilities? How does the setting communicate with parents whose first language is not English?**

**Donkey Field Pre School is fully wheelchair accessible. We provide separate disabled toilets and changing facilities.**

**The outside area is spacious to enable everyone to move around freely.**

**The setting provides picture timelines to enable the children to understand 'what happens next' and picture cards to support children where there maybe communicational difficulties.**

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

**What preparation will there be for both the setting/school and my child before they join the new setting/school? How will my child be supported and prepared?**

**Donkey Field invites new children and families to attend taster sessions before they start the setting. This gives opportunity to meet the child's key person and the staff group. We also offer to meet the child in their own home environment.**

**The children due to attend infant school, the transition is an on going process as we visit the school on a regular basis. The term before leaving the pre-school, the children have visit into the school for stories and play time. The school leavers also bring their lunch to the setting to aid the transition into school.**

**11. How are the early years setting's resources allocated and matched to children's special educational needs?**

**SEN funding may be allocated to your child where appropriate. Meetings will be held with the family, Manager, key person and the SENCO to discuss how the funding should be spent for the benefit of the child. This may consist of training for the staff, new resources or extra staff.**

**12. How is the decision made about what type and how much support my child will receive?**

**Describe the decision process. Who will make the decisions and on what basis**

**Your key person will observe and make decisions on whether your child will benefit from additional support. The key person will discuss this with the SENCO and the Manager. The family will be invited into the setting to discuss any concerns.**

**Additional support is put in place and all members of staff evaluate its effectiveness. If further support is required, a consent form is completed by the parents and additional support can be sourced.**

**Additional support is reviewed regularly to learn what impact the support has had on the child, and what the next steps should be.**

### **13. How are parents involved in the early years setting? How can I be involved?**

**Describe the early years settings approach to involving parents in decision making and day to day school life including for their own child.**

**At Donkey-Field Pre-School our ethos is to work together, including all parties on the child's learning and development. We work together to review and plan for the individual child.**

**Parents are involved by having an open door policy, parent meetings, encouraging parents to help in session time. As a committee supported pre-school, parent are encouraged to support the running of the setting.**

**Your voice and input is very important to us.**

### **14. Who can I contact for further information?**

**Who would be my first point of contact if I want to discuss something about my child?**

**Who would be the first point of contact if I want to discuss something about my child? Who else will be involved in my child's education? Who can I talk to if I am worried? Who is the SEN coordinator and how can I contact them? What other support services are there and who might help and provide me with information and advice.**

**Your first port of call is your child's key person, who in turn can discuss any issues with the SENCO and the Manager.**

**SENCO/INCO.....Coral Lindsay**

**Manager.....Coral Lindsay**

**Deputy Manager.....Maria Dewey**

**We have an open door policy and families are always welcome to come into the setting at any time.**

**We work closely with other agencies such as Speech and Language team, Health Visitor, children centres and the SEN Team as and when required. These agencies provide specialist support to aid the child's learning and development.**

**In addition, after consent from the parent/carer, as referral can be made to the Child Development Team, where an Early Years Planning and Reviewing meeting can be arranged.**

**This can support the application of an Educational Health Care Plan, to support your child with support and transition as part of their journey to school.**

**This can enable them to reach their full potential.**

**If you require further information or support, please contact...**

**[info@donkeyfield.co.uk](mailto:info@donkeyfield.co.uk)**

**Tel..01342 717877**