**Local Offer : Early Years**

**Special Education Needs & Disability**

1. Business name and Ofsted number:

Pepperpot Bathford Pre-School. Ofsted number 133065

2. Who is your named Special Educational Needs and Disability contact?

Cathy Saunders

3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?

At Pepperpot we provide a welcoming environment in which all children including those with Special Educational Needs/Disabilities are supported to reach their full potential. We actively work alongside the family and other professionals as and when needed.

4. How do you identify that a child is not meeting appropriate age-related milestones and what do you do in this case? How do you find out what matters to the child and their family?

We use on-going observational assessments of all of the children as they play and learn, and these are linked to the development matters, ages and stages of development in the Early Years Foundation Stage guidance. This helps us identify where children are not meeting age related milestones. If this is the case, we will discuss this privately with the parents and plan together to support their child’s learning and development further. We understand this may be a worry for parents but by listening carefully to them and their child we will find out what matters and offer the help and guidance that the family may need.

5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?

We aim to develop trusting and sensitive relationships to enable respectful sharing of information to support your child’s learning. Keyworkers will regularly talk to parents on an informal basis and share their child’s online learning diary with them to show the progress their child is making and also give them ideas of next steps that they can do at home to help. If an area of concern is highlighted our SENCo may take advice from the Area SENCo and if needed will plan support using an Individual Educational Plan (IEP) which will be shared with the parents. It will contain manageable targets that can be completed in the setting as well as at home.

6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?

If your child attends another setting or child minder, we will send a letter of introduction to them via the parent telling them who their child’s keyworker is at our setting with a phone number to enable sharing of information to ensure continuity of care. If your child moves to another setting or to school where possible we will hold a transition meeting at your convenience to plan a smooth transition, sharing targets from your child’s IEP and any other information that may be relevant to your child. It may also be possible to arrange for your child’s keyworker to attend settling in sessions at your child’s new setting or school.

7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?

Pepperpot is fully accessible to wheelchair users with disabled toilet facilities. The book corner is a quiet area provided with comfy cushions for all children to relax in. We also have use of a separate cloakroom for one to one and small group activities. We have a secure, flat, landscaped garden which is also fully accessible for wheelchair use. It has a grassed area with climbing apparatus, sand and mud activities and a paved circuit for the use of cars and bikes. We also have access to the school playground.

8. What qualities, skills and experience do you (and your staff) have to support a child’s unique needs?

All staff have accessed child development training and have many years of experience, working with young children. We continually access specialist training according to need and availability, e.g. for the use of Epipens, hearing aids, Makaton.

Our SENCo regularly attends special needs training provided by BANES to keep up to date with changes in practice. As well as attending additional training courses.

We are a proactive and willing team, committed to meeting the needs of each and every child. We have good links with the local Health Visitors and Speech and Language Team. And we can help to sign post parents to a variety of support which is available throughout the Bath area.