

SEND Local Offer Poole Early Years Providers



Please refer to the Guidance Sheet when completing this form.

Name of Setting or Childminder:

Sunbeams Day Care Ltd

1 How do you communicate with the parent/carer whose child has SEND?

1A How they can arrange a visit and/or see you in action

Parents are welcome to visit the setting prior to registering their child at the setting. We encourage prospective parents to book a 'show round' appointment which will be within the times that the setting is running as a pre-school. This can be arranged by telephone or face to face. When arranging a visit we book a date and time and take a few details about the parents, the child and what needs they may have. We also ask how they have heard about Sunbeams.

1B Listing to some of the things they will see to welcome them to your setting

When visiting the setting, as with any prospective parents, they will be welcomed to the setting by senior management who will then give them a tour of the building, showing them all the spaces we have available and detail what our daily routine is. We also discuss what activities we generally do and how we document the children's development. Visitors are able to observe the children playing and the staff working with the children. We let parents decide whether they wish to bring their child with them to visit the setting and if they choose not to on the initial visit, we always offer them the chance to visit again with the child.

1C List the different ways in which you communicate with parents:

- Face to face
- Letter
- Telephone
- Email
- Website
- Facebook
- FIS
- Parent notice boards

1D How can parents contribute or share ideas with you to make your communication more effective?

We operate an open door policy, where parents are encouraged to speak to any staff members and senior management when any issues arise. We are able to book appointments for parents to come into the setting to speak with staff and management and also email or telephone.

We hold termly parent forums where parents have the chance to air any suggestions to make the setting better as well as parent consultations and parent comments on our Facebook site and via their child's Development Folder on the Teacher Cloud App.

1E If the parent/carer is unhappy with your provision, what should they do?

We would like to think any issues that arise can be discussed and sorted in the first instance by communicating. If this does not resolve the issue, however, we have a complaints procedure which you can receive a copy of at any time.

2 How will you help to settle the child into your setting?

2A State some of the things the parent/carer will see when their child first starts at your setting:

- When a child with SEND is due to start at Sunbeams we like to meet with the parents before the settling sessions. We find it beneficial to visit the parents and child in their home. This allows time to discuss the child's requirements and needs in an environment where both parents and child will feel safe and secure in and where parents can talk freely. This is also an ideal place for the parents to share any reports from other professionals involved with the child.

We have a settling in procedure which includes 3 settling sessions.

- The first session is for 1 hour and the parent stays with the child. This is where the child has the chance to play with the keyworker in the setting with the security of their parent being near by.
- The second session is also for 1 hour and for the parent to leave once the child is settled at an activity or with their keyworker. If the child is upset or very happy we will telephone the parent to either come to collect a bit earlier or a bit later.
- On the child's third session, we will ask them to arrive 30 minutes after the session has started and stay for the rest of session. After that children are usually settled and happy to attend their booked sessions.
- If for any reason a child is finding it difficult to settle we will accommodate an individual schedule that works for both the child and parents.

3 What help and support does your setting offer to SEND children to move rooms or move on to school?

In exactly the same way we do with all children; on an individual basis. We will liaise with parents about what will work best for your child, and work in partnership for any transfers at a later date. Communication is key.

- We have experienced staff with lots of broad knowledge of children and SEND. We assess every child on an individual basis and where necessary we will send staff for relevant training where a specific need arises.
- We have one member of staff as SENCo in each room and the manager is the overall SENCo of the setting.
- Staff with a lot of experience who have worked as additional support workers with children with ASD, Asperger's, Dyspraxia, global development delay, and physical impairments.
- We work in partnership with the Early Years Inclusion Team at the Borough for extra advice, training and support.
- Transition reports are written by the child's keyworker when they move from one room to another and when moving on to school.
- When children are transitioning to school, the SENCo arranges transition

meetings with the school for all those involved with the child's care and learning to pass on all relevant information. The meeting also includes both professionals and the parents.

3A How do you ensure the child is happy and learning as they move from room to room?

- Quality hand over from one room to another
- Transition report
- Scheduled visits
- Development folders and Assessment book up to date with all 'next steps' ready for the new keyworker to undertake
- Parent consultations
- Open communication with the keyworker, child and parents

3B How do you ensure the child remains happy and learning as they move from you on to another setting?

- Quality hand over
- Transition report
- Scheduled visits
- Development folders and Assessment book up to date with all 'next steps' ready for the new keyworker to undertake
- Parent consultations
- Open communication with the keyworker, new setting, child and parents
- Opportunity for the new setting's staff to visit at our setting and vice versa

4 How do you understand and discover how the child learns?

4A How do you measure the child's learning to try to discover any additional educational needs they might have?

At Sunbeams we use the Early Years Foundation Stage Framework to track the children's learning. Each child is assigned a keyworker who ensures the child's development is documented with observations, photos and an assessment book. Through the keyworkers observations and assessment books, it may become apparent that a child is not meeting their milestones and the SENCo will track their development. We also use the Derbyshire Small Steps to track a child's learning if we feel they may have an educational need. Communication with parents is key in this process and regular meetings are held to assess the child's development both in the setting and at home and together plan targets for the child and review them.

4B How will you make sure that what you are teaching meets the needs of the child?

As we do with all children, by monitoring their needs, working in partnership with parents and other agencies and doing our best to ensure your child's needs are met at whatever their level of development, background, culture or ability. If we cannot, we will seek advice on how to do so, and seek relevant training.

A child with an SEND is no different in the process there may just be more frequent updates, adjustments and meetings to ensure we meet their need. We try to be as inclusive as possible to ensure all children have the same opportunities within our setting.

4C How will you make sure that the child is having fun and enjoys learning through play?

Observations and communications with parents is key to ensuring a child is having fun and learning through play. Our experienced staff have a wealth of ideas for fun and enticing activities that also incorporate learning and development. We co-construct the planning through the children's fascinations. We observe what they are interested in and encourage the parents to tell us what their child is spending time doing at home, and then together plan activities that they will want to participate in and therefore learn with joyfulness and pleasure. If a child is interested in the subject/topic, they will learn quicker and it will be embedded.

4D Which experts and other professionals do you liaise with?

- Early Learning Inclusion Team
- Health Visitors
- Family Outreach Workers
- Speech and Language Therapists
- Paediatricians
- Visual and Hearing Impairment Teams
- Physiotherapists
- Community Nursery Nurses
- Social Care
- Schools

4E When some children need a higher level of SEND support how do you go about making sure they get the support they need?

- Special Educational Needs Support Plans – written with parents and shared with professionals involved with the child's development
- Relevant training
- Utilising additional funding to aid the child and help meet their development goals as well as encouraging inclusive practice
- Communication and advice from other professionals

4F *How do you ensure that the views of parents/carers and children are included in this specialist work?*

Communication is key as with all children and their families in our care. When a child is identified as needing specialist work, regular meetings are held to assess, plan and do the targets on their Support Plans and their views are invaluable. Where possible, the child's voice will be heard and listened to when developing their support plans.

5 Inclusive Practice and SEND training and expertise within this organisation

5A This is the range of training and expertise that your staff have:

- Qualified staff
- SENCo
- Manual handling
- PEIC-D
- Signalong
- Speech and Language
- Mental health in the Early Years
- PEHA
- EHCP

5B These are the ways in which you fully involve children with SEN and/or disabilities:

Indoor:

- Inclusive play
- Identified needs
- Specialist training and help obtained
- Using additional funding to aid the child whether with an educational need or disability
- Specialist equipment used
- Group times with other children
- Accessible activities and environments

Outdoor:

- Inclusive play
- Identified needs
- Specialist training and help obtained
- Using additional funding to aid the child whether with an educational need or disability
- Specialist equipment used
- Group times with other children
- Accessible activities and environments

Trips out of the setting:

Everything is assessed individually, risk assessments carried out and a plan put in place according to need. We try to be as inclusive as possible in every area of our setting for every child.

The information in this SEND Local Offer will be updated annually
(*Must be updated annually at least – please provide date of latest update.*)

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If you need advice or help please contact: The Early Learning & Inclusion Team Manager on 01202 261944 or email 0-5BusinessSupport@poole.gov.uk
Please complete and return the template as a pdf or doc to familyinformation@poole.gov.uk