

# Local Offer for Supporting Children with Special Educational Needs and Disabilities

## About Us

Bridgwater and Taunton College Childcare Centre provides an environment in which all children, including those with special educational needs, are supported to reach their full potential. We are in a single level purpose build childcare facility with appropriate access for children in wheelchairs and offer toilets with disability access.



| Areas to consider  | Summary of Responsibilities   | Staff and contacts  |
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| <p>How does the setting know if children need extra help and what will be done if these issues are raised either by the parent/carer or a member of staff?</p> | <p>We have a member of staff designated to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents/carers.</p> <p><b>Our SENCO is Rebecca Strange.</b></p> <p>The provision for children with special educational needs and/or disabilities is the responsibility of <i>all</i> members of the setting and particularly a child's keyperson and the SENCO. We monitor each and every child to see how they are progressing and review this against our documents, such as their Learning Journey, Developmental Journal, Every Child a Talker review (ECAT) and relevant Developmental checks. Regular termly tracking checks and 2-year-old checks.</p> <p>If a parent/carer has any concerns once their child attends the setting, their first point of contact would be their child's keyperson. If they were unable to speak to their keyperson, the SENCO or Childcare Centre Manager would be available to discuss any issues or concerns they have.</p> | <p>Keyperson</p> <ul style="list-style-type: none"> <li>The key-person name will be provided when a place is offered</li> </ul> <p>Special Educational Need and Disabilities Co-ordinating Officer (SENCO)</p> <ul style="list-style-type: none"> <li>Rebecca Strange</li> </ul> <p>Childcare Centre Manager</p> <ul style="list-style-type: none"> <li>Caren Egan</li> </ul> |
| <p>How do we prepare for and support a child based on their individual needs before they start with us?</p>  | <p>After the initial contact from a parent/carer a tour will be arranged to allow child and parents/carers the chance to assess if the setting will be an appropriate environment for the child.</p> <p>If a place is accepted the induction process is followed (see Induction Policy) and any additional meetings or visits necessary will be held.</p> <p>All Parents are invited to an early review with the keyperson in the first few weeks of the child starting to discuss any concerns, worries or general information with regard to the child settling and ongoing support.</p> <p>If required a SEN meeting with, the setting SENCO will, with child and parent/carer involvement and</p>   | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p>   |

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|  | <p>participation, discuss the steps to follow. We will identify skills and strengths, interests, abilities, and areas of need. Support Plans will be created at this point if required.</p> <p>During our induction there will be a form to complete which will highlight any areas of concern about a child's development that parents/carers may have.</p> <p>We raise awareness of any specialism the provision has to offer e.g. STC trained staff.</p>  |   |
| <p>How do we decide on the provision and support that a child with SEND will receive within the setting?</p> | <p>This will depend on the child's existing needs, who else may be involved, what the setting can offer at that time and what reasonable adjustments need to be made.</p> <p>The setting will, after taking all relevant advice, wherever necessary make the decision on what can be offered to support the child. This will be based on a child's needs, what adjustments need to be made and if the setting is reasonably able to make these adjustments on a practical and financial basis.</p> <p>Meetings involving the child, parents/carers, Childcare Centre Manager, SENCO, Area SENCO and a representative of Bridgwater and Taunton College will take place to ensure all areas are discussed and wherever possible, plans put in place to ensure equality and inclusivity.</p> <p>If adjustments can be made, the child and their parents/carers will be able to state how these could be implemented to ensure ease of use for the child.</p> <p>Once implemented, regular reviews on how a child is progressing within the nursery will be made via the usual ways of communicating.</p> <p>If any further adjustments need to be made, this will be reviewed by the parties involved initially and thereafter wherever possible changed to benefit the child.</p> | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| <p>How do we support children with SEND and how is the curriculum matched to a child's needs?</p>            | <p>We provide a broad, balanced, and differentiated curriculum underpinned by the EYFS Educational Programmes for all children with SEND.</p> <p>We use a child's interest to plan activities that are designed to stimulate and challenge a child's capabilities and needs to ensure clear progression.</p>   | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |

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|   | <p>This is communicated by the keyperson to allow similar activities to take place in the home, which will provide consistent support for the child.</p> <p>The daily routine is displayed in each individual area.</p> <p>Staff are available to talk this through with parents and carers during the week.</p>   |   |
| How do we monitor how a child is progressing and how do we help parents/carers in supporting their child? | <p>We use the graduated response system for identifying, assessing, and responding to children's SEND. We will use information from parents/carers at induction and through regular contact.</p> <p>We use a system for keeping records of the assessment, planning, provision and review, for children with SEND.</p> <p>We use a system of observing, planning, doing and reviewing to identify developmental and learning priorities. This includes using individual and targeted observations.</p> <p>Practitioners plan appropriate learning and developmental opportunities from their observations of a child's need and interests.</p> | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| How do we measure a child's progress?   | <p>We use a system of planning, implementing, monitoring, evaluating, and reviewing of learning and development and Education Health Care plans (EHC's) for children with SEND.</p>  | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| How do we communicate with parents/carers?  | <p>We ensure that parents/carers are informed at all stages of the assessment, planning, provision, and review of their children's education. Additionally, a child's keyperson will speak to parents/carers on a regular basis, the ParentZone parent portal is available online or as an app and parent consultations take place each term.</p> <p>We hold regular reviews with the SENCO, child's keyworker, parents/carers, and child (according to level of need) to discuss progress and evaluate how the existing action points are helping a child to develop.</p>   | <p>Keyperson</p> <p>SENCO</p>                                 |
| How do we plan a child's learning and   | <p>The SENCO and the child's keyperson will work together to plan for a child's learning, with the keyperson implementing the plan.</p>  | <p>Keyperson</p> <p>SENCO</p>                                 |

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| <p>what involvement do parents/carers have in this process?</p>   | <p>The SENCO will monitor progress on a regular basis to ensure that the support plan is being followed and evaluated effectively.</p> <p>Once reviewed the decision will be made as to whether a new support plan needs to be put in place.</p>   | <p>Childcare Centre Manager</p>                               |
| <p>What parent/carer training or learning events are offered?</p>                                       | <p>We have a comprehensive staff training programme and whenever necessary resource additional specific training to support those children with additional needs.</p> <p>We also offer Stay and Play sessions for parents to enable them to play with and observe their children in conjunction with the keyperson and/or SENCO.</p>   | <p>SENCO</p> <p>Childcare Centre Manager</p>                  |
| <p>What personal, social and emotional and medical support is available for the children with SEND?</p> | <p>All children are supported by all staff, but in particular their Keyperson (refer to Key-person Policy for further details), to help a child build relationship and make friends. Through small group times, planned adult led and child led activities and everyday interactions with others, we promote the importance of social and emotional skills.</p> <p>A child's specific personal, social and emotional needs whilst in the setting will be identified by their keyperson and the SENCO. The views of the child, parents/carers, other staff members and external agencies will also help to ensure the child's needs are fully met.</p> <p>We also have nurture groups and work closely with small groups of children who need additional support in developing these skills. Children with a specific medical need will have a medical care plan and where necessary PIMS will be involved.</p> | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| <p>How do we manage the personal care and administration of medication?</p>                             | <p>Please refer to our medicines and intimate care policy.</p>   | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| <p>In what ways can a child contribute to their care, welfare, learning and</p>                         | <p>We ensure that children with SEND are appropriately involved at all stages of identifying needs, considering their levels of ability.</p> <p>With the child being at the centre of all that is done to help them achieve the best possible outcomes for</p>   | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |

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| <p>development and how do we support this?</p>                                      | <p>them, their view will be sought during group times, key-person interactions and reviews.</p> <p>The method of doing this will be dependent on the child's stage of development and their level of ability. This will be discussed initially at induction.</p> <p>Reviews of this will be held on a regular basis to determine if their level of ability has changed. Parents/carers may request a meeting at other times to discuss any concerns they may have. Discussions with the child, parents/carers, Keyperson, SENCO and any other agencies involved will help in the assessment of this.</p> <p>Dependent on the outcome of these discussions, appropriate strategies will be put in place to allow the child to contribute effectively. We will seek further advice wherever necessary.</p>  |   |
| <p>What services and expertise do we offer that can help to support your child?</p> | <p>We have had experience of supporting children with speech and language and behavioural and emotional needs, visual impairment, hyper-mobility, sensory processing, downs syndrome, epilepsy, global delay and potential abnormal breathing patterns during sleep.</p> <p>The setting has received training where appropriate and necessary e.g. STC, behavioural and other medical needs. All staff training is recorded in the Staff Training Plan. Qualifications and training received can be reviewed in our training file and further training is time-tabled in our Training Action Plan.</p> <p>Any further training or strategies required due to a child's specific needs, whether identified at induction or whilst at the setting, will be actioned as soon as is reasonably possible. In the meantime, we would seek further advice from the Area SENCO.</p> <p>We have systems in place for working with other agencies through the Graduated Response System, the Early Help Assessment and statutory Education, Health and Care plan (EHC) needs assessment.</p> <p>We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Education Health Care Plan (EHC) reviews, staff and management meetings, parental and external agency's views, inspections and complaints.</p> | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |

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| <p>What training have staff had that will help to support your child?</p>            | <p>If a SEND is presented, that the setting needs further training on, we would seek advice from the Area SENCO as to what is available to the staff to allow the appropriate support to be put in place wherever possible.</p> <p>We liaise with other professionals involved with children with SEND.</p>   | <p>All staff</p>  |
| <p>How do we support children with SEND about activities outside of the setting?</p> | <p>Any trips planned will be discussed with the child and parents/carers to ensure that any children with SEND have their needs met and that the trips are fully inclusive and promote equality.</p>  | <p>Keyperson</p> <p>SENCO</p> <p>Childcare Centre Manager</p> |
| <p>How accessible is our setting for children with SEND?</p>                         | <p>The Childcare Centre was purpose built in 2001 and is wheelchair accessible. We would do an audit on an individual basis to ensure all facilities within the setting itself are accessible. If they are not, we would seek further advice from the Area SENCO.</p> <p>We ensure that our inclusive admissions practice ensures equality of access and opportunity to allow each child to achieve the best possible outcomes.</p> <p>We provide resources (human and financial) to implement our SEND Local Offer.</p> <p>We will assess the needs of each individual child with SEND and make all reasonable adjustments to ensure that they can access all of the activities within the whole of the setting.</p> <p>Strategies will be put in place to support this and we will seek further advice if necessary. We will ensure that activities planned for any children with SEND promote equality and inclusivity yet are still stimulating and challenging.</p> <p>If English is the second language, we access the translation/interpreter services to support ours and the parents understanding. We also liaise with the English as an Additional Language (EAL) support team in Somerset, ran by the Early Years Alliance. If necessary, we would seek further advice from the Area SENCO.</p> <p>We promote as beneficial the ability to communicate in English and the home language as this is proven to be important in the development of language and social skills.</p> | <p>SENCO</p> <p>Childcare Centre Manager</p>                  |

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| <p>How do we prepare a child for transitions? E.g. to another setting or to school.</p>                                  | <p>We work closely with parents/carers of children with SEND to create and maintain a positive relationship. From the first contact through to the transition to school, or another setting, the child and their parents/carers will be fully involved in the process (see Transition Policy).</p> | <p>Keyperson<br/>SENCO<br/>Childcare Centre Manager</p> |
| <p>Who can you contact for further information and what else can we offer you as a parent/carer to help support you?</p> | <p>We provide parents with information on sources of independent advice and support.</p> <p>We provide a complaints procedure.</p> <p>We monitor and review our Local Offer annually.</p>  | <p>Keyperson<br/>SENCO<br/>Childcare Centre Manager</p> |

For any further information, please contact Bridgwater & Taunton College Childcare Centre

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