

SEND Daisy Maisies Offer (15.2e)

Daisy Maisies SEND Local Offer	
Range of provision and inclusion information	
Documentation available	<ul style="list-style-type: none"> • SEND Policy • Safeguarding Policy • Behaviour Management Policy • Equal Opportunities and Anti-Discriminatory Practise Policy • Complaints Concerns and Compliments Policy • Special Educational Needs and Disability Policy
How we identify special educational learning needs within the setting and how we involve children and their parents in planning to meet them.	<ul style="list-style-type: none"> • When children have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our nursery. • If you tell us that you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age, we will arrange a meeting with parents/carers to discuss their child's progress and undertake assessment in nursery by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss if understanding and behaviour are the same at nursery and at home; we take this into account and work with you so that we are helping your child in the same way. • We will write individual plans with children and parents/carers.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.	<ul style="list-style-type: none"> • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate/severe learning difficulties. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multi-professional meetings with parents and the child where necessary to review the child's progress. At these meetings the following types of discussions will take place; <ul style="list-style-type: none"> ○ what will be put into place in nursery to make teaching and learning more effective ○ Agree targets for the child's achievement. ○ Agree how we will work together and what we each will do. ○ Agree a review date to explore how well the child is doing

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	<p>and whether we are making a difference and what we do next.</p> <p>This information is recorded to ensure accountability.</p> <ul style="list-style-type: none"> • We have access to early Years Consultant Teachers
How we provide access to a supportive environment; ICT facilities/ equipment/ resources/ facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as a computer and a whiteboard • Prompts and visual cards for organisation • Symbols and visuals prompts including Makaton and visual timelines.
What strategies/ programmes/ resources are available to support speech and language and communication, including social skills?	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from SENCO/ Early Years Consultant Teachers • Available training courses • Range of language resources and programme materials
Strategies to support the development of the prime areas of learning	<ul style="list-style-type: none"> • Small group support for learning activities • Withdrawal into target groups for intervention programmes aimed at sharing skills • Support from Consultant Teachers • Support from SALT to demonstrate what to do with specific children during group work • Phased induction- individual programmes and transition plans
Access to strategies, resources, programmes, therapists to support occupational/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy/ occupational therapy team • Risk assessments/ Health Care Plans • Working with outside agencies • Access to an Outreach Worker for advice and guidance • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by appropriate member of setting staff • Close liaison with medical staff where required • Staff training for managing particular medical needs
Extra support for parents and carers and children offered by the setting/how parents are involved in their child's education	<ul style="list-style-type: none"> • Children's' views are very important to us; each child has an identified key person who they meet with and know to go to if they require help • We have a SENCO to whom parents can consult with if they have any concerns. • The setting will signpost appropriate groups and organisations which are relevant for your families' needs. • The setting works closely with the local authorities and will support families through a CAF. • We hold regular events and invite families into the nursery.