

# Childrens Learning Centre – Local Offer

## 1. How does the Centre know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

At the Childrens Learning Centre we provide an environment in which all children, including those with Special Educational Needs (SEN) are supported to reach their full potential. We have an experienced and qualified team with trained Special Educational Needs Coordinators (SENCO). We use the system for identifying, assessing and responding to children's special educational needs as outlined in the SEN code of practice.

We pride ourselves in identifying when children need additional support and are pro-active in working with our SENCO's and external agencies at a early stage to help identify the specific need for that individual child and family.

We keep detailed Early Years Foundation Stage (EYFS) records on each individual child and are able to identify when early intervention is required.

We form good positive relationships with our parents/carers and are very open and honest with our families, encouraging them to raise any concerns about their child's individual needs and we will not hesitate to approach parents/carers if we feel there are any concerns or extra support required to meet that child's individual care and education.

## 2. How will the Centre support my child?

We ensure that the provision for children with special educational needs is the responsibility of all staff at the Childrens Learning Centre. We value the parents/carers input and unique knowledge of their child and alongside the Centre SENCO and child's key person, will arrange an informal meeting to share this knowledge.

We will take this opportunity to explain the process and the involvement of any additional help and support required and gain parental consent to involve external agencies if this is the best way forward.

The Centre SENCO will oversee and help to plan the care and education programme to support your child's individual needs.

Your child's key person will be responsible for following the Targeted Plan and monitoring their progress. As parents/carers you will have your own copy of the Targeted Plan and would have been talked through it with your child's key person and SENCO and a review date would be set and Targeted Plan discussed. This process alongside any care plans required would continue for as long as your child needed extra help and support.

Regular and informal communications about your child's development is invaluable and we will offer support and guidance for yourself and your family throughout their time at the Centre.

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

We provide a broad, balanced and differentiated curriculum for all our children and each of our rooms is run at an appropriate level so that all children have equality of access and opportunity according to their individual specific needs.

We work in partnership with parents and outside agencies to adapt our environment and curriculum, where possible, on any advice or recommendations given. As a result we have often kept these changes in our daily routine, as part of an active inclusive environment for future children with additional needs, i.e. routine schedules and visual cues.

Our Individual Learning Experience books allow us to follow your child's own interests. We then use our observation assessment and planning process to move your child forward in their learning and development through the EYFS and meet their individual needs. We can then capture your child's likes and interests to enhance their learning opportunities in our daily curriculum.

The benefit of such differentiation means that all children can access our learning environment at their own level.

### **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?**

We work closely with all parents/carers to create and maintain a positive partnership.

We offer an open door policy and you are free to talk with our staff on a daily basis, you are also welcome anytime to make an appointment to meet with your child's key person, room manager or SENCO and discuss how your child is getting on.

We ensure the effectiveness of our special educational needs provision for your child by collecting information from a range of sources at the Centre e.g. Individual Targeted Plan's, two year old checks, Early Years Foundation Records (EYFS), Early Years Outcomes Summaries, parental and external agency's views. This information is collated, evaluated, reviewed and shared with you as parents/carers and the team on a termly basis and future targets can be discussed.

Following this information we can work together and can offer advice and practical ways that can help and support your child both at home and nursery.

We also provide you with information on sources of independent advice and support where needed.

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

The well being of all our children is paramount and at the CLC we ensure that our service is fully inclusive in meeting the needs of all children. Our setting is committed to anti-discriminatory practice, to promote equality of opportunity and valuing diversity for all children and families.

We provide a secure environment in which all our children can flourish and all contributions are considered and valued. We believe that children flourish best when their personal, social and emotional well being is met.

The Centre Manager and her senior team have overall responsibility for the pastoral, medical and social care of your child. If further support is required they can liaise with the Centre SENCO and work alongside the most appropriate outside agencies such as Health and Social Services.

If your child needs regular medication a Health Care Plan will be drawn up with yourself and the key person outlining measures to be taken.

We have a clear positive behaviour policy and all staff complete positive behaviour training and are supported by a designated practitioner. If your child has behavioural difficulties we would work with you and produce an Individual Behaviour Management Plan, to identify the most appropriate positive approach for your child.

We pride ourselves that each individual develops their self-esteem, confidence and sense of belonging, so they feel respected, valued and welcomed by the staff and each other. We promote children's right to be strong, resilient and listened to, with the ability to express and communicate their thoughts, feelings, ideas and views.

### ***How does the centre manage the administration of medicines?***

The Centre has a clear policy regarding the administration of medicines.

If medication is recommended by health professionals to be given to your child on a regular basis then together we complete a Health Care Plan for your child. The Health Care Plan will be drawn up with yourself, outlining the key person's role and measures to be taken in case of emergency. This plan will be reviewed every six months or more if necessary, reviewing if any additional training is required to administer the medication then we will seek support from our local community nurse or other specialised professional.

### ***What support is there for behaviour?***

We have a clear positive behaviour policy and procedures and all staff complete positive behaviour training. They are supported by a designated practitioner who has overall responsibility for issues concerning behaviour management and keeps up to date with legislation and research methods that promote positive behaviour.

We ensure all parents/carers are familiar with our behaviour policy and work in partnership with our families to follow the most appropriate strategy for your child.

If your child has behavioural difficulties we would work alongside you and produce an Individual Behaviour Management Plan (IBMP) to support your child's needs, identify specific issues, most appropriate positive approach, relevant support and any targets to be set. This would be reviewed on a regular basis and all staff would be made aware of the strategy to be followed.

At the Centre we pride ourselves that each individual child develops their self-esteem, confidence and sense of belonging, so they feel respected, valued and welcomed by staff and each other, this leads to a safe, caring environment.

We also extend our service by helping to establish positive behaviour routines and expectation at home and regularly meet with families to help promote positive behaviour strategies in the home environment, encouraging parents/carers to allow the children to contribute and become involved in the new techniques.

### ***How will my child be able to contribute their views?***

At the Childrens Learning Centre we promote children's right to be strong, resilient and listened to by creating an environment that encourages children to develop a positive self image, have a sense of autonomy and independence and be able to contribute.

Our children's rights and entitlement policy clearly sets out the need for adults to recognise your child's right to express and communicate their thoughts, feelings, ideas and views and be listened to by all staff and children at the Centre.

We involve the children in making choices and contributing to environment both inside and out. Our activities are based on individual children's next steps, requests and own suggestions, which are recorded in their Individual Learning Experience books.

### **6. What specialist services and expertise are available at or accessed by the Childrens Learning Centre?**

At the Centre we have fully trained SENCO's, who attend regular training through termly SENCO support groups and have access to specialist services and expertise as a result. We can gain the support and advice from our local Area Inclusion Coordinator at any point and have formed a close professional relationship with this service over the years.

We work in partnership with a wide variety of outside agencies, including portage, speech and language therapists, occupational therapists, dieticians, community nurses, school teachers, Hampshire advisory teacher services, educational psychologists and social workers. These professionals offer a wealth of advice and information that helps us develop an understanding of what children may face and provide support and additional information for parents/carers and staff.

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

The majority of our staff at the Childrens Learning Centre are qualified to a level 3 or beyond in childcare and development.

We have a lead practitioner and deputy for safeguarding and all other staff has annual training.

Some members of the team have received basic makaton training and use this with children on a daily basis.

A member of the team has completed training on working with vulnerable children and fragile families.

Staff attends regular training in promoting communication and language development for children and training on positive behaviour techniques.

Our trained SENCO's will oversee all the help and support delivered to your child and be there to help and support your family where needed.

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

We provide a broad, balanced and differentiated curriculum that is fully inclusive of all children with special education needs to ensure their full participation and access to all nursery activities.

We take advice from outside agencies where required to determine suitability of equipment and resources and work closely with them to adapt or replace if possible.

We work closely with families to promote the requirements of your child, especially for allergies, skin conditions and dietary requirements. We will liaise with you in our planned activities, such as cooking, where we will be guided by your help and advice with ingredients that can be used for your child and the rest of the group, to allow fully inclusive practice.

We do not go on large scale planned trips, we do however access our local community, with your permission, with activities such as posting a letter, visiting the local shops, going to the local park, and visiting our local residential home to do activities with the residents. In this case we would carry out a risk assessment to ensure everyone's health and safety and seek your parental support and advice to ensure this activity was inclusive.

**9. How accessible is the Childrens Learning Centre environment? (indoors and outdoors)**

Due to constraints on the building the Centre is not fully accessible, as it is an old Victorian property with many doors and level changes. When access has been difficult for disabled children we have worked closely with outside agencies to identify individual needs, both inside and out making adjustments to the environment and resources, where possible, to accommodate a wide range of learning, physical and sensory impairments.

We can liaise with Hampshire EMTAS who can assist us in supporting our families with English as an additional language. Our SENCO also has links with our area INCO who offer help and advice where needed.

**10. How will the Childrens Learning Centre prepare and support my child to join the setting, transfer to a new setting/school?**

We have a full induction procedure and we encourage parents to visit our setting to discuss along with the SENCO any support or additional needs your child may have. We will discuss with you the best admissions procedure for you and your child and further visits will be arranged, where you will be asked to help staff complete an 'All about me' form for your child. Additional care plans and SEN documentation may need to be completed with the support of the SENCO.

The SENCO or your child's key person may request a home visit to help determine your child's needs, help form secure attachments and discuss the best way to support your child in the setting.

Your child will be supported throughout any transition process including internal transitions and new setting or school. We would work closely with the new provider, ask them to visit the child at the Centre to observe them in a familiar environment and establish with them the most up to date individual needs for your child. With your permission all relevant documentation will be shared and additional transition documentation will be completed, clearly stating the needs and achievements of your child. Transition activities will also be planned to help prepare your child for the move, including a transition meeting with the new provider/school where we would be keen to share any helpful advice and knowledge gained from working with your child and family, to ensure as seamless transition as possible.

**11. How are the Childrens Learning Centre resources allocated and matched to children's special educational needs?**

We ensure that all needs for our SEN children are met to the best of our ability with the funds we have available. If we require additional support for extra staff or resources we are able to apply for SEN funding or other schemes that meet criteria and become available to us at the time.

We also receive additional support from various outside agencies according to the child's individual SEN needs.

The Centre SENCO will continue to work with all staff to ensure resources are allocated correctly and appropriately to meet the child's growing needs throughout their time at the centre.

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

Your child's key person, alongside the Manager and SENCO will discuss your child's individual needs with you and any other outside agencies involved. Working together on what areas of development we should be aiming towards and producing a Targeted Plan to indicate the level of support required.

Once in place, you will receive a copy so you are fully aware of your child's targets, each Targeted Plan will have an agreed review date.

By reviewing your child's targets on their Targeted Plan we can ensure that your child is making progress against the Early Years Foundation Stage (EYFS) and future targets can be developed.

This allows us to monitor and judge the impact our support is having and how we can continue forward with your child's development.

**13. How are parents involved in the Childrens Learning Centre? How can I be involved?**

At the Centre we believe that children benefit most when parents and settings work together in partnership. We work closely with parents/carers at the Centre and aim to support you as your child's first and most important educators.

We provide clear weekly plans of the children's activities and display them outside each room. We also have 'parent as partners' boards with policies, procedures or risk assessments being reviewed by our evaluation team, for parents/carers to view and add your own comments. Each key person keeps a record of your child's experiences through observations and uses this information to inform your child's next steps of learning. We encourage parents to contribute to this observation process and these are added to your child's EYFS records. Together we can build up a picture of your child's interests and use these to plan their next steps of learning from the EYFS Early Years Outcomes and create our planning for each week and best suited routines for your child.

Feedback is given on a daily basis and, if required, you can arrange a more formal meeting to discuss your child's development in depth, at the Centre or we can advice on how to support learning or positive behaviour strategies at home.

We also provide home learning resources to support education at home, with helpful tips and advice on how to make learning fun for your child and the whole family.

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

If you are considering joining us at the Childrens Learning Centre you can arrange a meeting with the Manager, who would gladly meet with you to discuss how we could meet your child's needs.

If you would like further information, once at the Children Learning Centre, your first point of contact would be your child's key person. You may also want to speak to the room manager who oversees the care, education plans and delivery of the Early Years Foundation Stage (EYFS) in the room, as well as the Centre Manger and Special Educational Needs Coordinator (SENCO).