

Local Offer: Early Years Settings



Special Educational
Needs & Disability

1. Business name and Ofsted number:

Tiddlers Preschool and Chuckles Before and After School Club
EY313807

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

Jamie Brittain (Setting SENCO) has been the Tiddlers Preschool Special Educational Needs coordination for the past 7 years and is supported by the Equal Opportunities Lead (Marie Smith) to provide an inclusive and supportive environment. Mrs Jamie Brittain is also supported by attending local authority training specific for Special Educational Needs in the early years.

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?

'To provide the highest quality of care and education in a warm, loving and safe environment'

We recognise the importance of early identification and assessment of children with special educational needs/disabilities and the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and/or disabilities, and every effort to involve the child in decision-making about their needs.

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?

Tiddlers Preschool regularly use a variety of observations which are steered by each individual and unique child and their needs. We aim to gather information to make a holistic view of a whole child, placing great importance in their social emotional, language and physical developments. Practitioners at Tiddlers are very familiar with the Early Years Foundation stage (EYFS) and use it effectively to guide practice and the high expectations we have of all children within the setting. We use the EYFS guidance alongside cooperative communications with families to provide supportive resources and strategies to ensure children reach and celebrate their full potential. These strategies also reflect the interests of children and wishes of their families. Additional support and advice may be sought from outside agencies or professionals after discussion with the family.

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?

Families are at the center of our setting, we hold regular parent forum meetings so parents can have their say on how the setting is run. Key Workers aim to build strong relationships with whole families, and with the support of Jamie Brittan (setting SENCO) key workers

<p>gain the knowledge they need to support individual children and their families. The setting provides families with contacts and information regarding specific agencies and how to gain access to additional support in the local area ie Children's centers.</p>
<p>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?</p>
<p>We gain the permission of parents to send copies of any summery reports of children's progress and Individual Play plans to other settings which children attend. The Preschool hosts Team Around the Child meetings (involving all the professionals and support agencies involved). Key Workers invite parents to have regular review meetings to discuss their child's progress and introduce agencies which may benefit their family. Tiddlers Preschool provide a graduated approach to support children with various transition needs, the child's key worker works alongside reception teachers, school SENCOs and parents to device realistic and individualised plans for children's transitions which looks at the child as a unique person. The Preschool has strong links with local schools.</p>
<p>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?</p>
<p>Tiddlers Preschool is set within a purpose built single story building with brilliant accessibility in the indoor and outside environments. Toilets and sinks are at child level and all furniture is adaptable in height to accommodate wheelchair users. We have made some recent changes to the environment to benefit children and parents with visual impairments. Basic Makaton is used within the setting with all children to aid communication and a visual timetable is displayed to help children with the daily routine. We have a very adaptable building made of two large play rooms which can be adjusted for the needs and interests of the children in attendance. Children have full access to two quiet areas within the setting which offer a calm and comfortable space to relax.</p>
<p>8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?</p>
<p>Practitioners at Tiddlers Preschool have specific responsibilities within the setting and aim to become experts in these; for example Equalities lead, Special Educational Needs Coordinator, Speech and language lead and behaviour management lead. As a team we regularly attend further training to gain new skills and knowledge which is applied within the setting to support the needs of all children. We view every child as unique and therefore reflect on practice continuously with children's needs and interests in mind.</p>
<p>This is an opportunity to signpost parents to services that can support them, for example the Parent Partnership Service</p>