

## Local Offer: Early Years Settings



Special Educational  
Needs & Disability

**1. Business name and Ofsted number:**

Swainswick Explorers EY441693,  
Rachel Leigh-Wood EY264814,  
Edward Leigh-Wood EY257109

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

Rachel Leigh-Wood

**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?**

We welcome enquiries from families whose children have special educational needs or disabilities and we try very hard to accommodate all children. We discuss honestly with families about what the needs of the child are and how we could help. We liaise with other agencies where necessary.

If a child comes to us with a pre-diagnosed condition and/or are on the SEND register then we educate ourselves as much as possible about that condition and work with the parents to adapt our approaches and surroundings as much as possible.

**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?**

We observe and monitor individual children's progress during their time in the after school club or holiday club. Where a child appears not to be making progress either generally or in a specific aspect of learning we present them with different opportunities or use alternative ways of learning e.g. differentiated activities.

We are fascinated by the children in our care and closely observe all the children. We feel it is part of our duty as carers and educators to communicate with parents and share our observations of their children's learning and behaviour.

There is informal communication at the beginning and end of each session and regular email exchange keeps us in close contact 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?**

We review children's progress at the end of a particular session. If a child has an 'Individual Education Plan' from their school, we follow the targets and liaise with all parties, usually it is the parents with the after school club.

**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?**

We create a professional relationship with other providers and carers and share information.

As our club is an after school club, children are already at school but we receive information at pick up from school and communicate that to the parents.

**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?**

We have a spacious outdoor area, 2 acres, mostly grassed, with many little areas like a group of trees, a mud kitchen, little houses, flat areas, an outdoor space for eating. There is a set of shallow steps which separate the two main areas. We have tarps, sheets and tents to create quiet or other types of areas, depending on the children and what we are learning. Please come and visit. The entrance is has 2 deep steps but we have a ramp. A parking space could be reserved for drop off and pick up.

Indoors there is a ground floor toilet, kitchen and lounge which are large and spacious.

**8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?**

Julie Bleathman, who works in our club, is an experienced primary school teacher whose speciality was special needs and art at college.  
Rachel and Edward Leigh-Wood have been running the club for 12 years, are Play Leaders and are kind and experienced.  
Alice Sidwell, who also works in the club, also works as an assistant to children with SEND.