



(Local SEND Offer)

Little Lambs Ltd
St Mary's Parish Rooms
201 High Road
Loughton
Essex IG10 1BB

The setting's approach to SEND

At Little Lambs we believe that all Children have the right to the best possible start in life in to achieve their full potential. This is even more important when Children have special educational needs. We are committed to provide a caring, stimulating and safe environment where positive attitudes to learning for all Children is paramount, remembering that every Child is an individual and so adapt our activities and equipment to meet their individual needs.

When planning around the Early Years Foundation Stage (EYFS), we consider every aspect and learning outcome to enable participation of Children of all abilities, remaining in close partnership with Parents/Carers and Children, observing and listening to their ideas and encouraging planning support.

As part of the Children and Families Act it is expected that all early years providers will publish details of what they do and how they can support children with SEN and/or Disability (SEND).

- The setting's approach to SEND
 - Description of the setting
 - Identifying a child's special needs
 - Dedicated contacts at the setting
- Involving parents/ carers in planning support
 - Range of support available to my child
 - Measuring my child's progress

- Support and training for staff
- Accessibility of the setting
 - Inclusion
- Starting school or changing settings (transitions)
 - Support and training for parents/carers
- Further information for families and practitioners

Description of the setting

Our setting has two connecting upstairs rooms and two separate outdoor play areas. The first outside area consists of partly astro-turf and partly paved surface to minimise scrapes when children fall. The second area is a developing forest area, which growing evidence suggests is so valuable for all children but especially for SEND children. We have two sheds which provides adequate storage for play equipment and resources.

Our setting has parent's notice boards, a computer with 'Google translate facilities to overcome initial language/communication barriers and equipment and resources have labels and photos to support visual prompts.

We open termly, accepting children after their 2nd birthday with daily opening times between 9.15am-2.45pm. At Little Lambs we offer a wide variety of activities and resources' in every area, enabling us to provide for all our children's individual needs.

Identifying a child's special needs

How will the setting know if my child needs additional help and how will they share information with me?

Each Child is assigned to a Key Person who will liaise with the Parents/Carers and other members of staff within the setting. The Key Person will be responsible for getting to know each Child really well and spend time with both child and parents on entry and during the settling in period. Once the child is settled the key person will regularly monitor their progress through their EYFS Personal Profile

We have an 'Open door policy' which means we are available at any time for a meeting or daily for feedback at the beginning and end of each session.

When we welcome a Child that has already a known Special Educational Need, we do our best to meet their specific requirements. Parents/Carers can aid this by providing us with copies of assessments and reports from professionals and giving their consent for information sharing. We can then plan appropriately with the other specialist already involved.

Should we believe that a Child may have additional needs, not yet identified; we would first seek for consultation meeting with the Parents/Carers and with their consent then seek advice from other Agencies, professionals.

Dedicated contacts at the setting

Who should I contact if I have any questions or concerns about my child's development or SEND?

Should Parents/Carers have any concerns about their child's development and/or SEND, in the first instance, they can, at any times, speak to their Child's Key Person, our SENDCO Mrs Flaherty, the Manager, Mrs Merle or Mrs Kennedy the Deputy Manager.

Involving parents/ carers in planning support

How will the setting involve me in planning to meet SEND requirements of my child?

- Planning and review meetings
- Advice on how to support learning at home
 - Parenting advice
 - appropriate outside Agencies/Services
- Regular contact between parents/carers and the setting

Individual Education Plan Targets are set in partnership with Parents/Carers and monitored/updated continuously.

Planning is differentiated to meet the needs of individual children and the nursery environment is designed to meet children's requirements by enhancing provision areas e.g. sensory, outdoor, craft etc.

We actively plan a smooth and positive transition when Children reach the stage of going to school, in partnership with Parents/Carers and the new setting.

Range of support available to my child

What different kinds of support are available to children with SEND?

- EYFS Curriculum planning differentiation
 - Support for behavior
 - Support for health needs
- Partnership working with other professionals
 - Support for communication needs

All staff have access to up to date training and information. We are always ready to update and expand our knowledge, to learn new techniques so we can offer support for all our children.

Measuring my child's progress

How will the setting know how well my child is doing and how will they inform me about this?

We carry out observations on children and ensure that progress can be achieved by setting appropriate next steps, according to the Child's individual needs and working in partnership with Parents/Carers. Where an I.E.P. is in place we monitor progress and adapt plans regularly. We communicate with Parents/Carers on a daily basis but we are also available for home or targeted meetings to exchange information.

Support and training for staff

All our Staff are very experienced and attend training on a regular basis to update our knowledge. Observations are undertaken on all staff members to ensure knowledge and understanding is consistent and up to date, their

knowledge includes EAL and S&L development, positive behaviour and inclusive practice. The SENDCO attends regular updates and has recently attended a conference on Autism. We are in regular contact with our Area SENDCO and have had a recent training regarding the new legal system for SEND. We have Undertaken Parent Partnership and inclusive practice Training, and, as a parent of a young person with SEND herself our Manager is able to use her knowledge and experience to support families.

Accessibility of the setting

How is the school accessible to children with SEND?

The building is fully wheelchair accessible, with ramp access from outside. The church has a car park and disabled bay which can be use by parent/carers to drop off and collect their children. The upstairs rooms have wide doors and an accessible toilet. Access to both gardens from the lift is via a communal area, during which time they would be accompanied.

Inclusion

How will the setting ensure that my child will be included in activities taking place at the setting?

Individual next steps and needs are at the heart of our planning. We always plan and adapt activities to cater for different ages/abilities/needs/stage of development as we are very aware that children progress at different stages.

After consultation with Parents and other Professionals and our own observation of the Child with SEND, we use additional, individually adapted strategies to promote inclusion in all activities. Strategies may include the use of a visual timetable (we have one on display at all times), relevant photos, some signing, Risk assessments may lead us to adapt the organisation of the rooms, to ensure the safety of all children and staff depending on the nature of the SEND. We also access 'inclusion funding' which enables us to employ additional staff to ensure we are in a position to achieve the best possible results, offering 1:1 targeted support when needed.

Starting school or changing settings (transitions)

How will the setting support children with SEND to change rooms/settings and/or start school when they reach the appropriate stage(s)?

We are aware that changes, however small it may be, can be difficult for Children, but even more so for a child with SEND . Within our setting we have a 'School Corner' from the half term before the main September entry to Primary Education. This area is set up with a table, magnetic boards, paper and pencils, school and PE uniform and book bags, it has a photo wall display of local Primary Schools and photo albums showing classrooms, playgrounds cloakrooms etc. The school receives a transition passport form from the child's key person and an All About Me form from the parents. We encourage staff from schools to visit us and meet the children and most of the schools have preschool visits which we talk to the children about when they return. For parents this is also a difficult time, we also support them which all helps to ensure a smooth and positive transition into the new setting/school.

Support and training for parents/ carers

What support and training is available from your setting to parents and carers?

- Coffee mornings with parents (to give parents the opportunity to build relationships with each other and enable them to get to know our staff)
 - Parent consultation
 - Parent workshops
 - SENDCO
- Links with Children's Centres

We email termly and weekly planning sheet, (a hard copy is also available), to make parents aware of our planned activities, we also offer suggestions for home activities and invite parents to share/participate with our activities both within the setting but also to follow and enhance home learning. We encourage parents/carers/grandparents with a particular talent or passion to share their knowledge with the children.

Further information for families and practitioners

Please call or email if you would like more information

Tel : 020 8502 3893

Mobl: 07761 692749

E-mail: littlelambs@stmarysloughton.com