

Special Educational Needs and Disabilities (SEND) Local Offer

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| **What is the Local Offer?** |
| Chearsley and Haddenham under Fives Pre-school welcomes all children and families and believe that every child is unique and special.  We offer a home from home environment, which is warm, nurturing, friendly and stimulating which is reflected by all of the children thriving whilst in the setting. We treat all of our children as individuals and endeavour to work within a flexible framework. This can be adapted at any time dependant on the children’s needs. We ensure that the activities that we have on offer can be adapted and modified to suit the needs of each child. We believe that every child should have an equal opportunity to feel valued, take part in learning opportunities and celebrate their individual achievements. In addition, we encourage and support all of the children in the setting, nurturing their development and supporting their skills.  Having strong relationships with the families is extremely important to us, and with having these it enables respectful sharing of information. We also like to encourage our families to be involved with our pre-school life. We truly value and welcome everyone who is associated with CHUF, irrespective of ethnicity, social and economic background, gender, and those who have Special Educational Needs and Disabilities.  CHUF is known for the warm, caring, and affectionate staff and setting who pride themselves on the high quality of care and education for everyone that attends, and inclusion is part of us and our everyday practice. |
| **SEND Needs Met** |
| * Autism * Down Syndrome * Cystic Fibrosis * Social, emotional, and mental health difficulties * Hearing * Communication and Interaction * Sensory and physical needs * Cognitive and learning * Visual |

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| What outcomes does your setting, service or activity aim to achieve for children and young people with SEND and their families? |
| CHUF prides itself in having high aspirations for all our children and our aim is that every child has a home from home experience in a loving, nurturing atmosphere. We work alongside a great team of Early Years advisors who are continually offering us guidance and support, to help the development of the children. The Bucks Speech and language services, help us support the children with Speech and Language needs. CHUF have recently invested in Play Therapy for the children needing some extra support and help. This has been an invaluable service which has benefited many children and parents.  We aim to support all of our children in a variety of different ways, this could be purchasing new resources, adapting the setting, or attending additional training.  CHUF have great partnerships with the local schools, which is beneficial for when the children are transitioning. We make sure that all children have extra support if needed when making the transition and will create social stories to help the transition be as smooth as possible for the children and parents involved. |
| What recent SEND-specific training has been completed by your staff and/or volunteers? |
| Our SENCO has completed a Level 3 SENCO Award, they have attended the following training courses: Understanding Autism, Autism Education Trust Impact Study, Down Syndrome training, making sense of Autism, Attention Autism and has arranged for all staff to complete an Understanding Autism course. All of the CHUF staff have a basic knowledge of Makaton, but we are currently looking at a Level 3 course in Makaton. Our SENCO also attends the regular Liaison groups, where they can share any information with their colleagues and support new ideas. |
| How do you involve parents and how can I get involved? |
| We pride ourselves on having excellent relationships with the parents and families. We offer an open-door policy for anyone to drop in and have a chat with the staff and SENCO at any time. We aim to create an environment that is welcoming and inclusive, and where parents feel that they can approach us about anything relating to their children. CHUF also have open mornings where parents/carers and families can come in and spend some time with the children. This could be reading books, puzzles, craft activities or simply spending some 1-1 time with their child. CHUF have become a Charitable incorporated organisation, which means we now have a small group of trustees who stay on for a minimum term. Unlike the committee who could change every year. If anyone is interested in becoming a trustee, please talk to a member of staff who would be happy to help.  We also have a fundraising committee, and we are always looking for new members to join the team and share their enthusiasm and new ideas. We also have regular parent questionnaires, where we value their feedback and look to support their ideas and take on board any changes they would like. |
| How will you share information with me about my child’s progress? What is additional for children with SEND? |
| We use an online learning platform called Tapestry. Within the platform we are able to upload pictures, videos, audio clips, reports, and files to the child’s portfolio. In turn parents can enhance the assessment of their children by adding observations of their own which the staff will consider. We will discuss progress at parents evening, and through our 2-year-old progress checks and end of year reports. We use the same platform for our SEN children, and our SENCO has created their own CHUF curriculum, where the parents can see their child’s development. Each child is assigned a key worker who is available to speak to at any time along with the SENCO. We are always happy to answer any queries or offer support and help where we can. Our SENCO likes to hold regular meetings with regards to the children with SEND. This allows us to keep up to date with their development, how they are doing, any additional support the parents would like to put in place, or any other concerns they may have. CHUF staff also will communicate with parents at drop off and pick up, to notify them of what their children have been up to, or if we need to pass on any information. |
| How accessible is the environment (indoors and outdoors)? |
| We consider the needs of the children in the setting when planning our environment to make it as accessible as possible to all. We aim to create areas where distractions are minimised for focused learning and to create sensory areas to support children with sensory processing needs.  We have an easily accessible ramp and double doors for ease of access. We have a toilet for SEND, which is equipped for wheelchair users. We can adapt our tables or chairs to suit if the need arises. We have a range of crockery and bibs, which can be used by all. If any additional equipment or adaptions are needed, we will do our best to purchase them and make the adaptions to make it inclusive to all.  Our outdoor area is accessible for all and has anti slip matting for the children. All of the equipment is SEND friendly too. |
| How can children and young people with SEND and their families start to use your service or activity? |
| Parents and families are welcome to come along to look at the setting, meet the team and talk through any queries. We are happy to go through the application process and help fill out any paperwork required. Parents with children with SEND are invited to make a special visit to discuss how we can best meet their needs, and most importantly what the parents’ expectations are.  We have a flexible approach to transition and listen to the needs of the children and their families to endeavour to make this as smooth as possible. We liaise closely with settings that the children transfer to, passing on records and encouraging visits. We regularly visit the local schools with children who are transferring. Any children who require additional support with transitions, we will gladly arrange these extra visits and create social stories to make the transition smooth. |
| What future plans do you have for developing your SEND provision? |
| Following on from our SENCO completing the training courses, we are planning on reviewing and updating our visual resources in the setting and those to support children’s proprioceptive and vestibular needs.  We will also be looking out for new and upcoming training courses as a refresher for all staff and looking to train another staff member to Level 3 SENCO. |