

Local Offer: Early Years Settings



What is the Local Offer?

From September 2014 every Local Authority will be required to publish information about services they expect to be available in their area for children and young people, from birth to 25, who have Special Educational Needs and/or Disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the '**Local Offer**'. The Local Offer will put all the information about early years' provision, education, health and care services, leisure activities and support groups in one place.

In addition it would be useful for parents, carers and their children and young people to understand how their needs will be met by you. A number of parents have helped us put together some questions they would like answered when looking for early years and childcare and ideally this would form the base of your SEND information. Meeting the requirements of the EYFS and Ofsted regulations often result in statements about inclusion – this is an opportunity to have a dedicated area on your website, or as a piece of information the Family Information service can use, to highlight your inclusive practice.

The SEND reform logo is above and by using this on your local offer it will help families identify what SEND related information they are looking for.

This is an opportunity for your parents to be involved in the content and to have information in one place which you can review annually.

1. Business name and Ofsted number:

Green Shoots Bath Limited, Green Shoots Pre-School
EY462581

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

Judy Scott 07712 617336

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?

Our personal, home from home approach offers an environment where all children and families feel welcome, valued and included in everything we do. Our qualified staff team has a wide range of experience and knowledge (makaton, speech and language, active learning, effective listening, one to one support, behavior support, emotional support, writing education targets, administering medication), we use this to support and help all children, including those with SEND.

We aim to meet children's unique needs by most importantly keeping the child and family at the centre of what we do, working together to build upon achievements and plan for a child's next steps in their learning and development. Each child has a named key person who spends time observing their play, learning and development. The key person plans resources and activities to extend individual children's interests and meets regularly with parents to ensure the 'whole child' is valued and planned for.

Judy Spence (Manager and Pre-School Leader) has been fortunate to work as a SENCO and Lead Professional for over 9 years. She is experienced in bringing families and professionals together to help to plan for a child's needs and development, she always ensures that the child and family feel empowered to express their views, that they feel listened to and feel included in understanding the support and changes that may occur as the child grows and develops.

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?

From the very start of a child's time at Green Shoots we gather information about the child in all areas of learning and development and parents have the opportunity to share how their child is developing at home. From this we regularly review children's progress during each term. Parents and key persons meet to look at the different ways a child is learning in each environment, to look at what we can do to help the child progress and to spend time sharing their learning journals and planning next steps.

If a child is showing difficulties in an area or is not reaching age appropriate targets we would first (in consultation with parents) include them in one of our focus groups i.e. speech and language or social group. Here we aim to give the child an opportunity to spend time practicing a skill either in a one-to-one or small group situation, building their confidence and celebrating achievements. The key person and manager review children's progress for the 1:1/group or individual targets and this is shared with parents.

If a child was not meeting appropriate age related milestones after support from our focus groups, we would (in consultation with parents) make a referral to a relevant early years support agency i.e speech and language therapy. We aim to support children and parents through any processes that take place during their time with us and in preparation for moving on to school.

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?

Parents and carers are also offered a quality settling in period, during this time and continuously in our practice we aim to build trusting and positive relationships with families. The reviews with parents provide the time to share in more detail children's progress and talk about additional support, what they can do at home and where to find more information.

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 make contact with other settings and every term forward a copy of the child's review sheet to the appropriate key person. Where possible visits can be arranged to bring two settings together to have a joint 'next step/support system' in place. In all forms of transition (between key persons/to school/ to another setting) we strive to ensure that each child feels centre to the changes. We use social stories, photo books, visits and visitors, story times, role play scenarios, and one to one times to support children to experience a smooth transition.

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?

Our environment can be adapted and changed to suit the needs of the children attending. As we are a set up and set down pre-school, we have learned to use the space in our large hall to benefit the children, providing areas to play, create, move freely as well as areas to sit cosily and read. We constantly evaluate and reflect on how the children and adults use the space and resources, and make adjustments to improve. We are a fully accessible setting with external and internal ramps, double opening doors, disabled toilet, kitchen access, additional seat supports, sensory equipment. There is a small set of steps to go down to access our outdoor space, we do also make the most of the two local parks and our allotment patch which are only a five minute walk away.

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

We all feel very privileged to work at Green Shoots and each staff member is an experienced, qualified, caring person and parent themselves who enjoys working with young children. Each member of staff brings a different aspect to our setting, together we are fun, friendly, passionate, gentle, caring, exciting, calm, funny, energetic, patient, kind, imaginative, professional, appropriate and dedicated.

It is our home from home approach that enables children, families and staff to feel at ease and to feel included as individuals in our setting. We value spending time eating together and exploring the outdoors together, building links between pre-school and home, allowing children time to go back to activities they haven't finished, and arranging regular events where the whole Green Shoots community can come together to celebrate and have fun.

The staff team has a yearly training plan that runs alongside the needs of the children, we meet regularly to discuss, reflect and plan to develop and continue improving our practice.

Services that can support: Parent Partnership Service

<https://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/send-partnership-service>