

# Special Educational Needs and disabilities (SEND) Local Offer



There is a new SEND Code of Practice from 1<sup>st</sup> September 2014 –

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

[www.nurseryworld.co.uk/nursery-world/news/1145726/send-code-gains-parliamentary-approval](http://www.nurseryworld.co.uk/nursery-world/news/1145726/send-code-gains-parliamentary-approval).

If you are a funded childminder you must have a copy of the Code of Practice (it does not have to be printed).

Many childminders are being asked to write a SEND Local Offer to provide information to parents about their Special Educational Needs and Disability provision. You should write your Local Offer with support from your Local Authority. Other 'stakeholders' including staff members, parents and children who attend your provision should be involved in writing your Local Offer.

The Local Offer should be written in plain English so it is accessible to all parents. Make sure what you write is honest and avoid jargon.

## **How does it start?** Introduce your provision...

- Your name –
- Your provision – Ofsted registered independent childminder
- Your address and contact details –
- Your website address –
- Ages of children for whom you care –
- Days / times of opening –
- Do you offer funded sessions – 2 / 3 / 4 year old?
- Contact details of your setting SENCO / LA inclusion officer –
- Details of those people / agencies involved in writing your Local Offer -

## **Other things to talk about...**

- Your mission statement – how well do you aim to meet the needs of all children including those children with SEND? Are you an inclusive provider – where do you inform parents about this? Do you comply with the requirements of the Equality Act 2010?

- Your experience / training – do you look after children with SEND? Do you have experience of supporting children with additional health requirements? Do you support any children by using an individual learning plan? Have you attended SEND training?

### **Positive relationships**

- How you liaise with parents – do you have strong partnerships with parents? Are you confident to approach them if you have a concern about their child?
- Partnerships with other professionals – do you work closely with other agencies and nurseries / pre-schools / schools to support children?

### **Enabling environments**

- Your environment – is it welcoming and accessible for every child? What are the barriers to full inclusion and how do you intend to overcome them? Do you have an accessibility audit?
- Resources – are appropriate, challenging, interesting resources available to all children? What changes would you make for a child with SEND?
- Changes you might need to make – are there any changes (called ‘reasonable adjustments’ in the Equality Act 2010) you might need to make as a result of the revised SEND requirements?

### **Learning and development**

- Your daily provision – does the curriculum you plan for the children meet their individual learning and development needs? Are daily learning intentions in place for every child? Do you use adult-led and adult guided planning alongside following children’s interests and learning styles to support every child to reach their full potential? Are outings accessible to all children?
- How you monitor children’s learning – do you use the EYFS / areas of learning to note children’s starting points and track their ongoing progress to make sure they do not fall behind? Do you write a 2 year progress check with parents? Do you use observations and assessments of learning linked to Early Years Outcomes to monitor progress?
- Moving on – do you support children who are moving on to nursery /school by writing a transition report?

### **Further evidence of compliance**

- Support for staff – do you work with staff who need to learn about SEND so they can fully support the children and note any concerns in their learning and / or development? Is training available for staff? How will you ensure staff are trained to respond to children’s needs?
- Support for you – who can you go to if you have concerns about a child’s learning and / or development? Do you work closely with your LA, a local school, Children’s Centre or other childminders? Can you access resources to support a child’s learning eg dual language books for a child who is learning English as an additional language?

When written, display your SEND Local Offer on your notice board for parents to read, add a copy to your next newsletter and put it on your website. Your LA might also want to see your Local Offer.