SEND Local Offer (SEND Information Report) Policy

Introduction

The purpose of a 'Local offer' is to enable parents and carers to clearly understand what services are available for children with SEND (Special Educational Needs and/or Disabilities) in their area and how to access them. West Sussex County Council SEND Local Offer information and resources can be accessed using the link below

https://www.westsussex.gov.uk/local-offer/

This Policy should be read in conjunction with the following policies:

- Behavior Management and Positive Behavior Policy
- Contract Policy
- Curriculum Policy
- Early Years Pupil Premium Policy
- English as an additional language Policy
- Early Years Funding Entitlement (EYFE) Policy
- Forest School Policy
- Key Person & Transition Policy
- Outings Policy
- Parent, Carer Partnership Policy
- Parent, Carers & visitors Conduct Policy
- Professional Love Policy
- Safeguarding Policy
- Special Educational Needs & Disability Policy
- Settling In Policy
- Wild Beach Policy

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3. Background

Early years settings must outline how they support children with SEND as part of their local authority's Local Offer. This "SEN support" document details inclusive practices, staff training, and accessibility for children aged 0–5.

All childcare providers offering funded places for 2, 3, and 4-year-olds must follow the SEND Code of Practice (2014) and provide this information, often known as "SEN Information".

Please see below how Home from Home provides for the children in our care with special educational needs and disabilities.

4. Key Personnel

Marcus Tidey - SENCO (Special educational needs coordinator) and Baby Room SEND champion

Evie Wilcox – Toddler Room SEND champion

TBC - Pre School SEND champion

Nicola Leah – Curriculum Lead

5. FAQ

5.1 How does Home from Home know if children need extra help and what should I do if I have any concerns that my child may have special educational needs or disabilities?

When children join Home from Home, they will be assigned a key worker. This staff member is the direct link between family and staff. Parents also have the opportunity upon starting to meet with the SENCO and senior team to discuss any pre-existing concerns. We will also ask them to provide key information and evidence of any additional funding or professional agencies already involved with the child and family. Parents are encouraged to be as open as

possible when handing over information about their child in order to provide suitable provision.

For children who join with known needs then we will usually hold a stay and play prior to registration to understand how the setting will/can meet the child's needs

For those children who join without having concerns the key worker will complete regular observations and assessments of the chid to form a holistic view, noting any concerns/developmental delays that need addressing with the family at meetings, ensuring confidentiality. With parent permission our SENCO will lead the team in training and liaising with outside agencies and professionals in order to support, identify and plan around the needs of the child.

5.2 How will Home from Home staff support my child? And what training is provided to the team?

At Home from Home, we have 3 staff members who have completed the full and relevant Level 3 SENCO qualification.

We have a lead SENCO (Special educational needs coordinator) Marcus Tidey (Baby Room Manager) who oversees any children and works closely with the child's key practitioner with additional needs. Each age cohort has a SEN champion to support and work closely with the SENCO. We then have the key practitioner, someone who will build close bonds and get to know the child on an enhanced level. Through everyday activities, playing, listening and information sharing with parents the SENCO team are able to create a tailored support plan for each child. There is the use of strategies and methods, for example Makaton, regulation training, small bucket time focused activities, visual timetables and much more. All staff are trained and the SENCO team undertake further extensive training in order to enhance their own CPD (Continuous professional development) but also coach and mentor staff who have less experience with SEND (special educational needs and disabilities). All training and qualifications comply with current legislation.

5.3 How will the curriculum be matched to my child's needs?

Home from Home has a senior member of staff that leads our curriculum, Nicola Leah Preschool Manager. We follow the Early years foundation stage (EYFS) and this curriculum is embedded throughout the nursery form birth to when children leave for school. Alongside the SENCO the Curriculum Lead will

carefully plan individual learning and development strategies and ideas. Children have an online learning journal parents can access immediately and regularly throughout the day. We use a mix of both child and adult lead activities, ensuring that parents are always sharing key insights into likes and dislikes.

The goal is to extend learning through rich activities and opportunities, this is carried out through careful planning of the curriculum.

5.4 How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Home from Home, we pride ourselves on our relationships with parents, we hold regular meetings with the child's key practitioner and SENCO to ensure transparency and consistency when managing children with additional needs.

We hold 2 parents' evenings a year which provide another opportunity for parents to meet with their child's key practitioner to address strengths and potential areas needing some support. Home from home can also provide appropriate activities and resources for parents to engage with at home.

5.5 What support will there be for my child's overall well being?

Children's emotions are supported through a range of ways, providing smaller group times, where possible 1:1 key moments with the key worker and or SENCO. We carry out regular risk assessments and offer a range of activities and resources updated a regular intervals throughout the year. All staff are trained first aiders, specialising in paediatrics. All staff are also trained in food hygiene, child protection and safeguarding as well as age cohort specific training e.g. baby room and encouraging positive behaviour training. We have health care plans for serious allergies and medical conditions but also for parental preferences too.

When settling into nursery children's routines are shared by the parents and where ever possible they are mirrored here at the setting. Parents will complete an 'all about me' document and spend time with the key practitioner an buddy practitioner in order to begin building those core bonds. We operate a free flow environment, giving children choice over their play and opportunities to engage with all children not only in their cohort but also in the garden areas with all other age groups.

5.6 What specialist services and expertise are available at or accessed by Home from Home?

Each nursery has an Early year's advisor from WSCC whom the setting can seek advice and guidance from. The SENCO attends termly meetings facilitated by WSCC specifically to develop knowledge, keeping up with legislation that then gets fed back to the team. West Sussex has a local offer that also provides a range of services parents and staff can access. Staff can also signpost parents to their health visitor who can help support.

5.7 How will my child be included in activities outside Home from Home including trips? How accessible is the environment? (Inside and out)

Home from Homes ethos and pedagogy is based on a free flow environment across the entire nursery, with all age cohorts taking this approach. Pre School and Toddlers have direct access to the garden and babies will rota their time in the garden alongside our garden core opening hours of 10am-4pm. We hold regular trips out into the community most days ranging from trips to the park, beach school, forest school which is onsite, local care homes, charity shops, coffee shops, the local train station and much more. These areas are risk-assessed everyday/time we head out.

Parents will also sign an additional permissions form upon joining the nursery to permit their child to go on trips. We use high vis jackets and pushchairs to help support safety when out in the community and the older toddlers and pre-schoolers are encouraged to walk. We do sometimes use public transport e.g. buses and trains.

We are an inclusive nursery so where provision may need to be adjusted, we are committed to making changes for children and adults with additional needs.

5.8 How will Home from Home prepare and support my child to join the nursery or to transfer to a new setting or school?

When new children enrol at Home from Home they will have a settling in process, attending 1 hour every day for 4 days. Through years of experience this method has proven to be most effective. Children and parents have plenty of time to meet their child's key practitioner and buddy practitioner and other staff within their age cohort and to explore the room they will be spending time in. Staff and parents are able to spend time talking about routines, any additional needs and care plans in place and spend time speaking with our

senior team. There is also a chance to meet with the SENCO should that be required.

When children transition to primary school, the setting will invite the school teachers in to meet with key persons including the SENCO if there are additional needs. Staff also attend network meetings to discuss all children heading off to each school. There is an option for an additional specialised transition support plan if the child needs it. The setting provides a range of local school uniforms as part of the children's dressing up area and implements a school readiness programme in preparation for children to head off to 'big school'.

When children move between settings the staff will prepare a transition document and make contact with the new setting in order to ensure full transparency and where possible arrange visits and meetings to ensure a smooth transition.

With transitions communication is key between staff of both settings, parents and involving the children.

5.9 How are the resources allocated and matched to children's special educational needs?

All equipment is checked by senior managers to ensure resources are age appropriate. Resources are replenished regularly and adapted to suit a child's individual needs. Where there is funding in place, this money will go towards the learning and development of those children in receipt. If additional adult support is needed this will be carefully managed through the distribution of staff in order to support the child/ren with SEN.

5.10 How is the decision made about what type and how much support my child will receive?

The SENCO will meet regularly with parents in order to be joined up about what support the child needs. The setting will work closely with external agencies and professionals and the SENCO will act as the bridge between each person. Through observations, assessments and reports over a period of time the decision to engage with other agencies will be communicated as soon as possible, through regular meetings. Parents are involved in their child's journey and kept up to date with any support, strategies, developmental gaps, referrals and other agencies involved with their child.

We encourage parents to share 2 year and other developmental checks with the key worker/SENCO in order to plan support. The SENCO will plan children's individual learning plans (ILP) to ensure progress is being measured and made and where possible focusing on next steps and how parents can support at home.

5.11 How are parents involved at Home from Home? How can I be involved?

As the parents to your child you will know your children best and practitioners at Home from Home are there to help scaffold their learning. We encourage parents to attend meetings, events and activities organised by the setting. We ask parents to share their own observations and activities from home so we can celebrate them at nursery with their peers. We have parent newsletters that hold crucial information and updates sent out termly and at our parents evenings we offer parent questionnaires to encourage our parents and carers to feed back.

6. Contact information

Please contact the nursery manager and SENCO team direct on our email: nursery@worthingnurseryschool.co.uk or phone number: 01903 248115

To access more information please visit The West Sussex Local Authority's Local Offer.
Website: https://www.westsussex.gov.uk/local-offer/

Alternatively contact the Family Information Services team: 01243 777807

7. Review
This policy will be reviewed annually and/or in accordance with changes in government policy or WSCC Local Offer. In the event that this policy or procedure is not compliant, the relevant legislation shall prevail.

8. Version Control

Version	Date	Status	Comments	By
1	November 2025	New		Sonia Green
2	May 2026	Updated	Formatted in line with Policy	Julia Pattenden

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