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| 1. **Business name and Ofsted number:**   First Steps Bath Opportunity Pre School EY563211 |
| 1. **Who is your named Special Educational Needs and Disability contact?**   Stef Walbyoff (Manager) and Natalie Miles (SENCO) |
| 1. **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?** |
| First Steps is committed to ensuring that all services are fully accessible and in providing for individual needs of children and adults with disabilities and or special educational needs.  First Steps sees each child as an individual, a curious learner, nested in a support system of family, friends, professionals and the wider community. It is only by working in partnership with all elements of the child’s world that children can be enabled to reach their full potential’ |
| 1. **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?** |
| Children are referred to BOP (please see our admissions policy) and therefore there has  already been an assessment of the child’s development and a need for a specialist place has been identified. Once a child has been offered a place we work closely with their family to plan their settling in - we offer a home visit to ensure that we are meeting the child and their family in a comfortable and familiar environment and then use this as an opportunity to understand their needs and plan a settling in period that will support the child and family. During the settling in process we focus on building a relationship, observing and recording their play, interests and dislikes and begin our communications with other professionals and practitioners involved.  The settling in process allows us to build an initial picture of needs and the personal identity of the child and family, then once they are settled we then use a graduated approach to support their learning and development. We use local authority paperwork that uses four stages of action: assess, plan, do and review. At each stage working closely with a range of other services, Health Visitors, Speech and Language Therapists and the Early Years SEND inclusion team to promote equality of opportunity. We would make focused observations of the child, check developmental milestones against developmental expectations and then put into place some targeted opportunities of activities.  This paperwork is called the child’s “My Plan” and all children at BOP will have one. |
| 1. **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?** |
| A key person is appointed for each child and they are the primary point of contact for the family, although the other staff also get to know the child closely. The key person is supported to attend the home visit and work closely with the family during the settling in period.  This key person is normally available for conversations when leaving or collecting the child, but also meets with the family regularly to review the child’s progress. Further meetings can be arranged at the parent’s request and in order to ensure the child is fully supported.  At the review meetings the key person provides a summary of the child’s development, and includes the parent’s contributions. The discussion also includes opportunities to talk about how the child is at home and identify any further support that may be needed outside of the setting e.g. a referral to children’s centre services  There are also informal information sessions and social events that contribute to effective and secure partnerships with parents.  We run a successful Stay and play session twice a week with our family support worker. Many of the children who attend BOP started at our stay and play which means the children and families are already familiar with the environment and the team at BOP. |
| 1. **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?** |
| As soon as a referral has been accepted the transition process is arranged. This may be the child’s first education setting or a move from another provision or a shared placement. Where there is a shared placement an agreement is set up between BOP and the shared setting prior to the child starting. A meeting will be arranged with the family and the Professionals involved to discuss the best way forward and how we can support the child. We ensure that we understand the child’s needs and any additional requirements such as specialist equipment and or training. We welcome and encourage all who are involved with the child and their family to visit us. Multi-agency meetings such as TAC are supported, an important communication tool to ensure a smooth and fluid transition. |
| 1. **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?** |
| The space at BOP is a wonderful open plan safe environment that enables all children to fully access the indoor and outdoor spaces. All resources and the environment is set up to optimize each child’s learning experience. We also have access to a small sensory room and an outdoor summer house which allow us to do small group work in quiet and calm environments that better suit the needs of our childre. |
| 1. **What qualities, skills and experience do you (and your staff) have to support a child’s unique needs?** |
| The large majority of staff at BOP are qualified in Early Years and they are passionate, caring and dedicated team committed to contributing to an established quality provision. They have ongoing professional development for working with children with SEN. All staff use Makaton with the children and are willing to attend relevant training to support each child’s individual needs. |
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