The Local Offer will provide information about:	Our setting will in accordance with SEND code 2015:
Identifying the particular special educational needs of a child or young person;	• Provide well trained staff who understand the clear approach to identifying and responding to SEN • Staff know where to seek support and guidance and can identify who the SENCo and the EYFS SEN point of contact are (Mrs Moseley). • Develop the Key Person relationship • Use observational assessment and developmental journeys (tracked within the EYFS framework) • Ensue regular communication with parents/carers ensuring a "person centred plan". • Effective intervention sought as necessary from Outside Agencies and guidance sought from specialists if EHC assessment is needed • Hold Key person and SENCo meetings every term in order to moderate assessments within Learning Journeys and identify any early help intervention needed (especially if a child appears to be being expected levels) • 2 year assessment check to be undertaken term after child's second birthday
Consulting with the child's parent or the young person;	• Develop partnerships with parents ensuring children's achievements are celebrated • Ensure each child's key person develops a close, caring and professional relationship with parents and the child to support entry into the setting and their journey throughout their time within the setting • Where SEND is recognised or diagnosed, the SENCO will draw up a Pupil Passport with regularly reviewed targets that involve the parents or guardians of the child. • Keep parents informed at all stages • Ensure regular communication is maintained • Encourage children and parents to share information about their child. • Ensure the child's feelings are taken into consideration • Monitor the levels of emotional well-being and involvement of each child

Review Date September 2025

Next Review Date September 2026

The Local Offer will provide information about:	Our setting will in accordance with SEND code 2015:
Securing the services, provision and equipment required by children and young people with special educational needs;	• Seek support from Outside Agencies where appropriate e.g. Portage, Ed Pysch, SALT, Child Development Centre based at Harrogate Hospital and Early Help support Team. • Apply for EHCAR (Education and Health Care Assessment and Review) if necessary through the school SENCO using North Yorkshire County Council's appropriate route. • Will liaise with agencies to ensure the correct equipment is in place • Attend SEN Local Authority SENCO forums
Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;	• Ensure appropriate information is forwarded formally and where possible, provide opportunity to meet appropriate staff at new setting • Forward on Transition Report and Pupil Passports if appropriate. • Provide opportunity to visit new setting • Follow up transition with Parents
The setting's approach to supporting the learning and development of children and young people with special educational needs;	• Differentiate within the EYFS framework to meet the needs of the individual child • Ensue the 4 main areas of need: communication and interaction, cognition and learning, social and emotional health and sensory and/or physical needs are planned for. • The cycle of action: assess/plan/do/review is implemented • Seek expert support and advice when needed • Track children's development within the learning journey and ensure early intervention is put in place where necessary • Work in partnership with parents • Provide opportunity for staff to access relevant training • Hold regular review meetings with parents and SENCo • Draw up a Pupil Passport, where appropriate, in liaison with the SENCO and in partnership with parents and review regularly • 2 year assessment check to be undertaken term after child's second birthday

Review Date September 2025

Next Review Date September 2026

The Local Offer will provide information about:	Our setting will in accordance with SEND code 2015:
How the setting will adapt the curriculum and additional learning support available to children and young people with special educational needs;	• Differentiate within the EYFS framework to meet the needs of the individual child • Seek expert support and advice when needed • Track children's development within the learning journey and ensure early intervention is put in place where necessary • Ensue the 4 main areas of need: communication and interaction, cognition and learning, social and emotional health and sensory and/or physical needs are planned for. • The cycle of action: assess/plan/do/review is implemented • Create an environment that meets the needs of the child • Make clear the expectations of all partners in the process • Identify the roles and responsibilities of the staff in providing for the child with additional needs • Enable children to have full access to all elements of the nursery curriculum
How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;	• Track children's development within the learning journey and ensure early intervention is put in place where necessary • The cycle of action: assess/plan/do/review is implemented • Include observations, children's work and photographic evidence of learning within learning journey • Hold review meetings termly with parents • Coordinate review meetings with Outside Agencies to ensure additional strategies provided by them are also reviewed. • To obtain details of 2 year Health Check from Health Visiting Team
How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;	• Review of risk assessments annually and if appropriate at other times • Review of SEN policy in line with SEN Code of Practice • Provide opportunities for school and EYFS SEND point of contact to meet termly • SENCo and key person to work closely together to review Pupil Passports alongside parents ensuring a "person centred plan".

Review Date September 2025

Next Review Date September 2026

The Local Offer will provide information about:	Our setting will in accordance with SEND code 2015:
	• SENCo to monitor children's progress in line with nursery practices
How facilities that are available can be accessed by children and young people with special educational needs;	• Ensure all reasonable adjustments are made for those children with a disability in order to access all areas of school safely • Be aware of the accessibility needs of the incoming September cohort to give time to make reasonable adjustments to meet the needs of individuals • Embed SEN Code of Practice and Disability Policy • Ensure staff are kept up to date with any reasonable adjustments made for individuals at staff meetings and staff briefings weekly/monthly
What activities are available for children and young people with special educational needs in addition to the curriculum;	• Time with SENCO when appropriate • Access for Outside Agencies allowed to conduct observations and review progress • Signposting to SALT Drop in Sessions and leaflet provided • Specialised subjects offered to all children (age appropriate) including; Swimming, Tennis Tykes, French, Forest Schools
What support is available for children and young people with special educational needs?	• Provide a safe, secure and stimulating environment • Ensure children are appropriately challenged • Celebrate children's achievements • Comply with the Equality Act 2010 • Comply with SEND Code January 2015 • Provide a sense of belonging

Review Date September 2025

Next Review Date September 2026

The Local Offer will provide information about:	Our setting will in accordance with SEND code 2015:
	• Provide suitable resources to meet the needs of the individual • Differentiate teaching where necessary to ensure each child reaches their full potential

Review Date September 2025

Next Review Date September 2026