



## SEND Local offer statement

### Overview of our playgroup

We are an inclusive playgroup and aim to support children's uniqueness to enable them to make the best possible progress and achieve well. We offer a broad and balanced curriculum with high quality provision and embed the British values in all that we do. We make sure that additional needs are identified early and offer provision to meet individual needs. Sarah Portlock is our appointed SENDCo and she is also the setting Manager. Alongside your keyworker, Sarah is the first point of contact. We will work with a range of appropriate professionals to make sure that children receive the support they need to develop and have high expectations of all our children.

### Access at the playgroup

Our setting has one main room and a fenced outside area, both are within Coaley C of E Academy Primary School. They are physically accessible to all including wheelchair access due to the flat surfaces from the school entrance and ramp leading to the playgroup door. Unfortunately, we do not provide a disabled toilet. Should access to a disabled toilet be required to accommodate a child that is joining playgroup, we will reach out for professional advice.

### How can I inform the Playgroup of my child's needs?

At Coaley playgroup we pride ourselves on our compassionate staff and open communication with parents. Prior to a child starting playgroup, we will provide you with a welcome pack and an all about me form which give parents and carers the opportunity to tell the playgroup as much as they can about their child so that we can provide stimulating, tailored activities from the very beginning. Staff are available at drop off and pick up times for parents to speak to. Parents are able to call, text or email at any time during the day.

### How do Coaley playgroup monitor a child's progress?

Practitioners consistently monitor children's learning and development through play and spending time with the children. Key workers are responsible for developing activities which are to the abilities and interests of each individual child. Therefore, strong relationships between the children, their family and the key worker is paramount.

Each child has an individual online profile where the staff can upload photos of the children and any significant wow moments or activities that the children have enjoyed, which is accessible for parents viewing. Key people often have discussions with the parents at pick up times and parents can come to us at either drop off or pick up times to discuss their child's progress and development.

Staff have regular meetings and supervisions where they can voice any concerns or support, they may have identified for any of their key children.

### How will playgroup feedback information on my child's development and progress?

The staff verbally communicate daily with parents.

Photos of the children completing daily activities are electronically recorded via Tapestry. Parents can comment on Tapestry and upload their own observations and activities from home.

We offer a stay and play session in the Autumn term where the parents can come in to play for an hour, they can see their child in the setting and talk to their child's key person about their progress, development, and any concerns they may have. We offer a parents evening in the spring term where the parents are invited to a 20-minute meeting with their child's key person to discuss development and progress. We then complete a development report at the end of the summer term which is uploaded to tapestry to allow the parents access, they can have a paper copy if they wish. 2-year-old checks are completed between the child's second and third birthday and this is shared and discussed with the parent. Parents can ask to talk to their key person whenever they need to.

Additional meetings are offered to support any children receiving SEND support, to ensure their needs are being met as these change. These observations and interactions are vital to key workers in highlighting and identifying from an early age if a child needs support in any of the development areas or if there are other concerns for their wellbeing.

## **What support / learning interventions are available at the playgroup for children with SEND?**

Examples of support include;

- High quality learning opportunities where staff will have the highest possible expectations for every child.
- Opportunities to build on what the children already know, what they understand and their interests and what they can already do
- Identifying and supporting each child's preferred learning style
- Differentiated learning to support a range of different learning styles
- Adjustments of the environment if required
- Preparations for change in routine / transitions
- Use of visual cues and multi-sensory strategies such as visual timetables

Strategies of support for children with SEND may include;

- An individualised approach and / or additional support if required for a child who is not making developmental progress alongside their peers
- Interventions through small group work and /or 1:1 working
- Support for speech and language and communication including modelling language, extending speech, and using simplified speech to support understanding.
- For physical difficulties, support with mobility and independence skills
- Implementation of Education and Health Care plans
- Seeking support from outside agencies when needed.

## **What support is available at the playgroup for Parents and carers of the child?**

Arrangements can be made at any time with the SENDCo and Key Person to meet and discuss your child's progress or any concerns/ worries you may have. The SENDCO and keyworker will also ensure they meet to discuss any new ideas, any individual education plans or any Education and Health Care Plans (EHCP) suggested by outside agencies.

Individual education plans and support plans (My Plans) if appropriate will be reviewed together and will include supportive ideas for you at home.

If your child is undergoing further assessments, you will also be supported by the SENDCO to ensure that you fully understand and are comfortable with the process.

## **Who to talk to if I am concerned about my child's progress?**

If parents have any concerns regarding a child's learning and development, then your key worker will in the first instance offer support from or signpost parents to the playgroup SENDCo. A meeting can be requested at any point in order to discuss any concerns that the parents may be having. The SENDCO will then undertake further observations directed towards these concerns with the support of the keyworker and will work with the parents and keyworker to put in place supportive strategies. Where possible this will be decided with the child's voice and input.

When some evidence has been collected, the playgroup SENDCo will have a meeting with the family to discuss if any further support is necessary and what is available, sharing strategies that may help the child and their family. This may include target setting within the setting or seeking assistance from other professionals.

All the above information is also detailed in our SEN policy and procedures document, which are available at the setting at any time.

### **How does funding work?**

We can apply for additional funding if a child requires an enhanced adult to child ratio. The SENDCo will make this application using the information and evidence from the team around the child meeting and the support plan in place. The Early Years SEN panel will then make the decision as to whether funding will be granted.

If further support is required in addition to the SEN panel funding and if all those around the child agree then a request for an EHC Needs Assessment can be made. If a child receives a statutory EHCP then a personal budget is allocated and parents have a say in how this is used, and an agreed plan put in place for this.

### **How will we support the transition when you leave the playgroup?**

We recognise that 'moving on' can be difficult transition for a child with SEND, as well as the anxieties this can cause families. We therefore take the following steps to ensure any transition is as smooth as possible. Some examples would include, contacting the new setting to arrange a transfer meeting. Setting up a transfer plan including visual prompts, and ensuring all records regarding the child are passed on securely, as soon as possible.

### **Who do we work in partnership with at the playgroup?**

- Other settings the child may attend
- Speech and Language referrals
- Early Help
- Health visitors
- Early years service
- Advisory teaching service

### **Other relevant policies relating to our local offer:**

- Early Help Policy
- Equal opportunities and inclusion policy
- SEND policy
- Key Person Policy
- Settling in sessions and transitions
- Working in partnership with parents

**This policy was written by:** Sarah Portlock

**For:** Coaley Village Playgroup

**On:** 23<sup>rd</sup> October 2025

**Date to be reviewed:** October 2026

**Signed on behalf of the provider:** S.Portlock