



**Name of early year's provider/ setting: Leonard Stanley Early Years**

1	<p><b>What systems and strategies do we have in place to identify children have special educational needs (SEND)?</b></p> <p>Each child is allocated a key person who will get to know all about the child's interest's likes and dislikes and will be responsible for completing their observations and assessments. If staff have any concerns about a child we have Pre Individual 'My Plan' Discussions with the parents or carers to jointly discuss the best course of action. The staff are very experienced practitioners with varying experience with special needs. We also consult with our Local Authority Consultant and Local Children Centre SENCO for advice, attend SENCO training and Forums and will also consult Independent specialists if required. As a small staff team we have regular discussions and progress meetings about all the children who attend our setting giving the Child, family and staff a consistent approach to their Education.</p>
2	<p><b>How will our setting staff support your child?</b></p> <p><b>How do we communicate effectively with all parents?</b></p> <p>At the beginning of each academic year we have a new parents open day that all the staff attend and parents are expected to attend, at this meeting all the roles within the setting are explained, SENCO, DCPO, Communication, Language and Literacy Lead, Head Teacher (in school) etc. At this meeting we also inform the parents about the EYFS. Children on 'My Plans' have regular review meetings with parents and parents are invited to attend progress meetings three times a year. For the children moving on to school we have a transition to school meeting in the summer term. The setting has an up to date website (through the school), termly newsletters, as well as 'Home to Early Years' diaries for shared information. In addition parents are welcome to speak to staff on a daily basis. Where needed information is available in the first language of a child's family.</p>
3	<p><b>How will the teaching and learning be matched to your child's needs?</b></p> <p>Our activities centre around the needs of the individual children and our staff are trained to follow the Early Years Foundation Stage. This recognises that young children need to learn through constructive open ended play and will learn best when their interests are catered for. Staff's careful planning ensures that children are offered experiences that allow them to learn and develop across all areas of the curriculum and they are encouraged to learn and play in a variety of ways. Funds received through the Early Years Pupil Premium will be allocated to ensure all activities/resources meet each individual child's needs.</p>
4	<p><b>How will you know how your child is doing and how will we help you to support your child's learning?</b></p> <p>Through regular progress meetings (three times a year) and discussions we will keep you fully informed of your child's progress, you will also have access to all your child's records to see the progress they have made as well as your child's learning journal. In addition parents are encouraged to speak to members of staff on a daily basis and/or through time spent on 'rota duty'.</p>
5	<p><b>What support will our setting provide for your child's overall wellbeing?</b></p> <p>Each child has a key worker who will get to know all about their interests, likes and dislikes and that of the family. We have a designated Safeguarding Lead, a SENCO and a Behaviour Manager. The children are listened to and we extend and develop children's language, communication, social, emotional and physical skills. If a child needs prescribed medication whilst in the setting parents are required to complete an 'Administration of Medication' form, the medication is clearly labelled and kept in a locked cupboard. Personal care is handled sensitively and a record kept. All children are encouraged to share their views throughout the session.</p>

6	<p><b>What specialist services and expertise are available at or accessed by my/our setting?</b></p> <p>All our staff are qualified to a minimum of level 3, in addition the Play Leader Manager holds Early Years Foundation Degree, and Level 3 Special Educational Needs. We have a very experienced mature staff team with varying skills in the arts, curriculum, special needs and safeguarding. As part of Leonard Stanley Primary School we have regular meetings with the school SENCO. We also work with other professionals such as the Advisory Teaching Service, Speech and Language Therapist and Occupational Therapists.</p>
7	<p><b>What training to support children with SEND have I/ we had or are receiving?</b></p> <p>Our SENCO keeps up to date on training through SEN forums, research as well as LA training.</p>
8	<p><b>How will we include your child in activities outside the setting, including trips?</b></p> <p>Our setting is fully inclusive and prides itself on our individual approach, all activities outside the setting are risk assessed and a strict ratio of adult to child is adhered to. We seek written parental permission before embarking on out of setting trips. We will also seek parent's advice concerning any special needs requirement.</p>
9	<p><b>How accessible is our early years setting?</b></p> <p>Our building and grounds are fully accessible, including accessible changing and toilet facilities. All children's needs are met on an individual basis, and all resources/activities can be adapted if required. We are able to communicate with children and their families whose first language is not English, through a variety of ways including producing written communication in their home language.</p>
10	<p><b>How will our early years setting prepare and support your child to join the setting or to transfer to school or another setting?</b></p> <p>Our aim is to make this first adventure into the world of education as fun and easy as possible for both parent and child. When a child starts with us we aim to get to know them through initial visits to the group accompanied by their parents then an individual induction plan is decided between the parent and key worker. When the child moves on to another setting we complete a transition record and a staff hand over with the receiving school. As part of Leonard Stanley Primary School we have access to the whole school and our transition process begins when the child starts with us, we have regular sessions with the reception teachers.</p>
11	<p><b>How is the decision made about what type and how much support your child will receive?</b></p> <p>As a small staff team we consider all of the child's and family's needs. Using our record keeping and termly data analysis of progress, the key person discusses with the parents and any other professionals involved to make a decision on the child's future support needs, which is then reviewed on a regular basis.</p>
12	<p><b>Who can you contact for further information?</b></p> <p>For parents with children at the setting your first contact would be your child's key person followed by the Manager. New families should contact Vicki Richardson, Play Leader Manager, Leonard Stanley Early Years, Leonard Stanley C of E Aided Primary School, Leonard Stanley, Gloucester, GL10 3LY Tel: 01453 827681 E mail: <a href="mailto:earlyyears@leonardstanley.gloucs.sch.uk">earlyyears@leonardstanley.gloucs.sch.uk</a></p>
13	<p><b>Where can you find our SEND policy?</b></p> <p><a href="http://www.leonardstanley.gloucs.sch.uk/">http://www.leonardstanley.gloucs.sch.uk/</a></p>

14	<p><b>What can you do if you are not happy?</b>  Contact Vicki Richardson <a href="mailto:earlyyears@leonardstanley.gloucs.sch.uk">earlyyears@leonardstanley.gloucs.sch.uk</a>  Or  Head Teacher <a href="mailto:head@leonardstanley.gloucs.sch.uk">head@leonardstanley.gloucs.sch.uk</a></p>
15	<p><b>How can parents/carers arrange a visit to our setting? What is involved?</b>  Contact Vicki Richardson  Tel: 01453 827681  E mail <a href="mailto:earlyyears@leonardstanley.gloucs.sch.uk">earlyyears@leonardstanley.gloucs.sch.uk</a>  To arrange a mutually convenient time.</p>
16	<p><b>When was the above information updated?</b>  June 2015</p>