



The Local Offer

The Local Offer brings together in one place a wealth of information from social care, health, education and other services about the support they can offer to children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) in Southampton. This is for everyone to read, and is called the Local Offer.

At Start Point we provide a Local Offer for families, children, and communities we have involvement with.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about services available, and*
- To ensure that local services involve and listen to the wishes and aspirations of local children and young people with special educational needs and disabilities and their parents and carers when they develop and review the service they provide.*

The short film and information below aim to give families and children and young people with special educational needs and disabilities information about the Local Offer.

<https://www.youtube.com/watch?v=Gi-sC1lyxR8>

<https://www.gov.uk/government/publications/sen-and-disability-support-changes-information-for-young-people>

1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs? (Max 250 words)

All families with children starting at Start Point Nursery are offered an initial, 'Showaround' which helps to support parent's knowledge of what Start Point can offer, and nursery staff to understand the needs of each child. Before children start at the nursery, we offer home visits where parents/carers can tell us about their child's learning and development, their likes and dislikes and any additional information that will assist in settling into the nursery. If the parent / carer has expressed concerns about their child's development, their child already has a diagnosis or if other professionals are involved, one of the nursery Special Educational Needs, Disabilities co-ordinators (SENDco) will home visit alongside the 'Key Person/Worker' (the person who is the main carer for your child/point of communication for the parent/carer).

Start Point use 'Tapestry', which is an online learning journal to record children's learning. It tracks children's learning and development using the Early Years Foundation Stage Curriculum (EYFS). Parents are able to contribute to their child's learning journal and complete the 'All about me' section. Parents who are able to provide a contribution about their child's development, and 'Wow' moments can help the key person to support the child more effectively.

If you have any concerns about your child's development, please feel free to discuss these with your child's key worker or one of our Special Educational Needs and Disabilities Co-ordinator's (SENDco's).

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) available to support Southampton's children and young people with special educational needs and disabilities and their families and carers. Information is available online or staff can provide a leaflet on the service and contact details. This service is independent and provides free, confidential and impartial support for families.

2. How will early years setting staff support my child/young person?

Start Point have Special Educational Needs and Disabilities co-ordinators (SENDco's) who are responsible for overseeing the provision for children with special educational needs and disabilities in the setting. The SENDCo's provide support to the key worker and family, ensuring the child's and family's needs are met. This includes identifying training needs for individual staff or the whole staff team, completing necessary paperwork, liaising with other professionals and supporting the key person / parent / carer when devising an individual learning plan. The setting works closely with other professionals such as Portage, Physiotherapists, Speech and Language Therapists, Health Visitors, Occupational Therapists, Specialist Teacher Advisors, Early Years Support Teachers etc, to ensure we are all working together and supporting the individual child with any recommended targets. The SENDco's regularly meet with a senior manager to share knowledge and expertise and to ensure every child we have contact with will be appropriately supported and are following the graduated response.

Every child has a key person. They are responsible for supporting the child in the nursery, recording their learning and development and identifying gaps in their learning and development, which then informs their next steps in learning. They also help the child to form relationships with other key members of the team and their peers.

The nursery has strong links with Speech and Language Therapists and use the "Every Child's a Talker" (ECaT) audit tool to assess children's communication development. This initiative aims to improve the communication skills of children aged 0-5 years, and to develop the knowledge, confidence and communication skills of practitioners and parents. The setting have access to 'WellComm' (Well Communication pack) which helps the key person to identify activities to support the child at their stage of development. These are shared with the parent /carer to support home learning.

The Southampton City Council Early Years Advisory Teachers (EYATs) are available to the setting to advise us on specific strategies to support your child, and support applications for additional funding should this be required. The SENDco team have a positive relationship with good lines of communication with the EYAT team and many other outside agencies and provisions. This allows for good collaborative support for a child needing additional support or an Educational Health and Care Plan (EHCP) going on to school.

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

All children develop at different rates and have different strengths and areas for development. The setting ensures that children have access to stage- appropriate routines and activities utilising the cycle of observation, identifying next steps, planning activities and experience to support development and review. Where necessary individual learning plans may be developed for your child. These ensure certain activities or experiences are available, and your child is supported regularly in this area of development. These plans are made with you and are reviewed every 3 months or when progress is made. These reviews have parent/carers' views as a core basis for shaping the learning plan for each individual child as you are the person who knows your child the best.

The children at Start Point have a flexible environment which is supported by the key person. This ensures they have easy access to all areas of the nursery and all activities, regardless of age. For example a child may be developing their attention skills and gain more from circle time with younger children where circle time activities are more active and visual.

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?

Parents are able to discuss progress with the child's key person on a regular basis. Tapestry also provides regular insight into your child's time at nursery. All parents are offered a 'parent chat' once a term to enhance working together and share information.

Parents are welcome to make an appointment with their key person at any time to discuss their child's progress, next steps, reports from other professionals, or processes for funding.

More regular meetings may be required if your child has an individual education plan (IEP) which needs to be reviewed; ensuring your views are incorporated.

Some children needing support with behaviour may require a behaviour/ strategy response plan, which would be shared with parents. This may be initiated by the key person or parent and is devised with parents. The plan is to help enhance consistency and boundaries in the setting and the home.



5. What support will there be for my child's overall well-being?

Within the management structure of the setting we have individual members of staff who are responsible for specific policies, including: Health and Safety, Safeguarding and Behaviour Management. Their role is to ensure all staff are aware of policies and that they are implemented correctly. All policies are subject to annual review.

Staff within the nursery hold a paediatric first aid qualification.

All potential staff are subject to a thorough recruitment process including;

- Suitable references from previous employment
- Occupational health clearance
- Enhance Disclose and Barring Service check (DBS).

And we follow 'good recruitment' procedures.

Staff are always available to talk to parents, should they need any advice, support or guidance regarding their child. There is a strong emphasis throughout the setting which focuses on social support for the children. Within each of the age groups, we have flexibility which allows the daily routine to be adapted to suit individual needs. There are lots of opportunities for children to "free flow" and take part in structured activities. Staff encourage the children to be as independent as possible, and the environment is adapted to support this.

6. What specialist services and expertise are available at or accessed by the setting?

At Start Point we have trained Special Educational Needs Coordinators, Makaton trained staff and staff with significant experience with children with autism, hearing, visual and physical impairments.

These can be delivered to children at their stage of development.

Start Point has had experience of supporting children with:

- Autism Spectrum Disorder
- Downs Syndrome
- Global delay
- Speech language and communication difficulties / delay and disorders
- Visual Impairments
- Hearing Impairments
- Physical impairments

The nursery have a history of excellent relationships with:

- Speech and Language Therapists (SALT)
- Paediatricians
- Health Visitors
- Physiotherapists
- Occupational Therapists
- Portage services
- Specialist Teachers Advisors for hearing, vision and physical impairments.

The Early Years Advisory Teachers are also available, to support and advise as needed.

7. What training are the staff supporting children and young people with SEND had or are having?

Our SENCo teams have a variety of training to support their roles such as Early Years SENCO Award CACHE Level 3, Understanding the needs of babies and young children with SEND Level 2, Portage and Dingles Promise.

The settings SENCo attends termly Inclusion Conferences run by the EYAT's. Information from these conferences is cascaded to all staff members through internal meeting processes.

Regular attendance at the local Early Years and Childcare Briefing meetings ensures that all staff are kept up to date with relevant practice, training and legislation.

We also have staff who have attended training on the "Attention Autism Programme", MAKATON and many more.

8. How will my child be included in activities outside the classroom including school trips?

When we have trips outside of the setting, each requires a risk assessment to be carried out in advance and parental consent needs to be obtained. We ensure that appropriate adult/child ratios are maintained at all times during trips and parents are welcome to attend if they wish.

Staff are trained paediatric first aiders. First aid kits will be taken along with any medication which a child may require for that day.

We carefully consider each child's individual needs when planning activities or trips.

If for any reason an activity or trip is not suitable for a child, we will make necessary reasonable adjustments to ensure that the child can be included as much as possible.

9. How accessible is the setting environment?

Our building has wide doorways and ramps to make all areas wheelchair accessible.

The setting is all on one level and divided into different learning areas. Where feasible we will make any necessary adaptations and reasonable adjustments. We have nappy changing facilities in different accessible areas in the building with a wheel-chair accessible toilet available on site.

There is potential funding available for equipment that your child may need or is assessed to need by health services and through the funding grants the SENDco team will apply for with your involvement.

We are fortunate to have a number of staff with extensive knowledge and experience with supporting children with English as an additional language (EAL) working within the setting. The setting offers visual stimulation and an array of multicultural resources for children who have English as an additional Language (EAL). This is presented in the form of pictures, puzzles, role play resources and celebrating cultural events throughout the year, to enable children with EAL to feel included and access the environment as independently as possible.

10. How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

Starting at the nursery.

Before starting at the setting, we offer a home visit and parents are invited to bring their child for introduction visits. The purpose of this is to familiarise parents and children with the setting and to meet staff and other children. The nursery SENDco will speak with each parent to discuss areas of concern they may have regarding their child and if other professionals are involved the nursery SENDco will liaise with them and apply for appropriate funding if necessary to provide the right level of support and set targets based on their individual needs and strengths. For children needing additional support, a slower induction may be necessary to meet their needs. Parents views and opinions are valued by the nursery and help to paint an all-round picture of their child.

Starting school.

Start Point nurseries make any transition as easy and enjoyable as possible for parents and children. Starting school is a major transition in a child's life involving separation from familiar adults and children. By the time they are ready to start school, children have a more secure understanding and are consequently able to approach new experiences with some self-assurance. However, they will need preparation if they are going to be able to approach the transition to school with confidence. The transition to school will not only signify an end to familiar routines but also the end of relationships and a time to say goodbye.

The nursery will ensure that everyone involved is working in partnership, sharing relevant information and 'managing' the process of transition together. We will actively provide a good line of communication between parents, the school and the nursery and each party will have the opportunity to make their expectations of each other clear. The nursery manager and one other practitioner will attend the 'Speed transition' meeting in Southampton to meet with all the schools children will be feeding in to. They will be responsible for sharing their professional knowledge of each child's background including religion, culture, home language, strengths and individual needs. Schools are invited to attend our settings to visit the children that will be attending their school and advise the nursery on dates that children will be invited to visit school. Parents and carers will be provided with information about how to prepare their child for transition eg. Self-help skills, confidence building, pre-literacy, physical skill to develop etc.

At the nursery we will talk to children about starting school and offering opportunities to share

their feelings, such as at circle time. We will provide school role-play activities, such as uniform or book bags and reading books about starting school. We will encourage independence at lunch and snack times as well as encouraging children to develop independence when putting on their coats/shoes and with personal self-care in readiness for starting school. 'One Page Profiles' will be completed by keyperson, parent and one which will capture the child's voice, which will provide the school with children's interests, special needs, how they learn, speech and language etc.

If your child has additional needs', we arrange a meeting with the receiving school to support a smooth transition and to give a clear picture of need, and the provision that is required to be in place in the new setting. A key element of these transition meetings are to address any concerns parents or carers may have and to have the best possible preparation before your child starts the new school. A slow and maybe longer transition will be arranged by the school.

If we identify, alongside specialist services, that a child is likely to require support above what is typically available in a mainstream school, for a prolonged period of time, we will ask your permission to apply for an Education, Health and Care Plan (EHCP). We aim to do this in a timely manner to ensure that your child has the support they need within school and parents will be involved in the process.

The EHC Assessment (EHC) will gather information and describe the child, young person or young adults' needs, what outcomes we all want for your child/young person/young adult, what support is proposed to achieve these outcomes and who can provide that support.

- You will have your own a copy of the Education, Health and Care Plan
- The Education, Health and Care Plan will follow your child from the day it is agreed and reviewed each year (up to the age of 25 years, if necessary)

11. How are the settings / schools / colleges resources allocated and matched to children's/young people's special educational needs?

If a child meets the eligibility for early years funding for additional support the resources will be used specifically to meet the needs of the individual child as per the funding agreement with Southampton City Council. The aim of this funding is to provide support for the child based on their individual strengths and needs.

The funding will be used to provide your child with the required level of support for an agreed amount of hours each session. Parents/carers views are important to us and will be involved in the process of requesting EYSS for their child. We will enable families/carers to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.

We will be expected to demonstrate how the EYSS funding is being utilised to support the child's progress.

12. How is the decision made about what type and how much support my child/young person will receive?

Our staff carefully plan for each individual child within the setting, taking into account their interests and level of development.

The staff are guided by the Early Years Foundation Stage and use plans which identify and track a child's current age and stage of development. This allows staff to plan activities which support and encourage the child to work towards their next development milestone. In turn, this will identify any areas where a child requires extra support.

If we feel we need support or guidance regarding a child, we will arrange an appointment with the Early Years Advisory Teacher (EYAT) who will visit the setting. The Early Years Advisory Teacher will advise us if they feel we should be providing additional support and will support our funding application to Southampton City Council with written observations.

13. How are parents involved in the setting / school / college? How can I be involved?

We recognise that parents are the experts on their child and we place a high emphasis on parental involvement in all aspect of every child's learning, regardless of need.

If it is identified that your child has additional needs we will discuss this with you along with details of any additional provision that will be put in place to support and meet these needs. We will request your consent before involving any external agencies relating to specialist support, including the Early Years Advisory Teachers (EYAT's). We encourage open dialogue around areas of concern and are keen to work with families co-productively to enhance outcomes for each child's specific needs.

We hold termly parents reviews to discuss progress in a more formal capacity, as well as holding annual open days.

Parents can track individual progress through the use of a child's "tapestry" journey – whilst this is the place where staff collate observations, pictures and evidence of an individual's work, we also encourage parents to share their own observations, notes, and comments as well as pictures and videos.

14. Who can I contact for further information?

For further information you can contact the Startpoint Sholing on 02380 363309 or Startpoint Northam on 02380 336527 or email us at startpoint.sholing@southampton.gov.uk / startpoint.northam@southampton.gov.uk. Alternatively please come into reception and book an appointment to speak to one of the management team who will be able to answer any questions you may have.