

Green Roots Local Offer

1. How does the early years setting know if children need extra help and what should I do if I think my child may have Special Educational Needs or disabilities?

- The children in our setting are observed and checkpoints from the Early Years Foundation Stage (EYFS) are consulted to review where the child is developmentally for their age.
- Each child will be assigned a Key Person who will work closely with the child and their family. The Key Person will learn to recognise what a child is able or unable to do.
- If there are any concerns about the child's development, then the settings Special Educational Needs Co-ordinator (SENCO) will be informed along with the child's parents and a meeting will be held to consider what next steps to be taken.
- Depending on the nature of the disability/SEN relevant help and support will be put in place in the setting by the team. This can be done through practitioners attending training courses to acquire the appropriate skills needed for supporting the child's needs. This will lead to different strategies being put in place in the setting to support the child's development. External professionals maybe invited into the setting to observe the child and advise practitioners as to resources that could be used to support the child.
- The setting has links with agencies such as the Inclusion team who support practitioners to meet the individual needs of a child with disabilities and children who have additional needs to ensure they are fully included in the setting. They offer training and advice with the view to developing inclusive practice.

2. How will the early years setting staff support my child?

- Each child will be assigned a Key Person who will form a good attachment with the child. The child will have a strong relationship with their Key Person who knows and understands the child and gives the support and care needed. The Key Person will also have a good relationship with the child's parents, so they are able to share information and support.
- The setting has a Special Educational Needs Co-ordinator (SENCO). Their job is to oversee the day-to-day operation of the Special Educational Needs and Disability Code of Practice, and to contribute towards implementing changes relating to relevant legislation. To co-ordinate provision in the setting for children with SEND and to monitor the observation, identification, assessment, and support of children with

SEND. The SENCO will collate all the information on the individual children and ensure that all records are maintained and kept up to date. This information will be passed on to any other settings the child may attend if they change early year's settings or for when they move on to school. The SENCO is also there to provide support and advice for parents if they should need it. They will also be there for the team to advice on strategies to help the child they are caring for and any relevant in-house training. The SENCO will also be responsible for liaising with any relevant agencies on the delivery of provision and the individual needs of children with SEN.

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

- Continual observations are carried out on the child during their time in the setting. This allows Practitioners to gain insight into the child's preferences and dislikes and to see where there may be gaps in their learning and help us to plan specifically for their development.
- The Early Years Foundation Stage is followed, and the checkpoints are referred to, to ensure the child is able to get the best possible outcome. Next steps are created by the child's key person and Family is used to document each child's development. This give practitioners individual, clear and concise goals to be working towards with their Key Children.
- Individual Support Plans (ISP). The ISP builds on the area of the curriculum that the child is following and implements strategies for the child to follow to meet their specific needs. It acknowledges how best to support each child's individual needs above and beyond universal support that all children receive.
- Each plan is reviewed every six to eight weeks which ensures that plans are current and focus on how the child is progressing.

4. How will both you and I know how my child is doing and how will you help me support my child's learning?

- Each morning, where possible, the child and parent/carer will be greeted by the child's Key Person. This provides an opportunity to discuss progress and the same at pick up time.
- We use an online communication system called, Family which allows Practitioners to input daily observations, set next steps, complete two year checks, upload photos and videos and communicate through private messaging. All of which are shared with parents through a password sensitive log in. The Key Person reviews the child's progress every term and complete a detailed assessment which will highlight area's requiring further support, they will then plan next steps using the child's interests to support these areas and discuss these with parents.

- Parent meetings either face to face or via telephone can be organised whenever required and is a good chance for the child's key person and parents to discuss anything relevant to the child's learning and development. This may include achievements, next steps, changes in routine, family, or home life etc.
- Green Roots follows the checkpoints set out in accordance with the EYFS which allows Practitioners to identify any areas the child is not developing as expected. This will be discussed with parents/carers and strategies to address this will be agreed.

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

- Members of the team are first aid trained.
- There is a SENCO on the team overseeing the children with SEN and disabilities, ensuring their needs are being provided for.
- Only those practitioners who are First Aid qualified are allowed to administer medicine, which is kept safely in the office.
- The setting is secured through a fingerprint system and the inside doors are operated by a swipe fob system that are only given to members of the team.
- The team receives training to ensure all policies and procedures are followed.

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

- The team are able to contact the Inclusion team when they require support or advice about a child. If the child had got a known disability or SEN when joining Green Roots, the SENCO will liaise with professionals relevant to the child such as Speech and Language Therapists, Occupational Therapists, Physical Therapists to ensure that the setting has everything in place that will enable the child to be fully included.

7. What training are the staff who support the children with SEND have or having?

- The team will receive specialist training to meet individual needs, as and when required.
- The team continually attend a variety of courses such as Promoting Positive Behaviour and Let's Talk to ensure that all children's needs are met.

8. How will my child be included in activities outside the early years setting including trips?

- Every trip planned will have every child in mind so any extra needs they have will be accounted for.
- The parents/carers will be involved in the planning of the trip to ensure all factors have been assessed
- Full risk assessments are done for each trip.

9. How accessible is the early years setting environment (indoors and outdoors)?

- The ground floor of the building is fully wheelchair accessible.
- There is a toilet specifically wide enough for a child in a wheelchair.
- Our changing tables are big enough to accommodate all children.
- There are pictures in the nursery which shows which toys are kept in which box so that they are easy to find.
- Appropriate funding for the child with SEND will be sought and, after liaising with parents/carers and professionals, equipment that is necessary will be purchased.
- The accessibility is reviewed to meet each child's, parents/ carers individual needs.

10. How will the Early years setting prepare and support my child to join the early years setting, transfer to a new setting/ school?

- If a child has a Special Educational Need, Disability or the parents feel the child will need additional support to transition to Green Roots a Pre-Entry meeting will be held where we will discuss what support needs to be put in place for the child to join. The meeting can be held at Green Roots or the child's home and the parents will inform us of whom they wish to attend the meeting. During the meeting a Transition to Green Roots form will be complete and if necessary, a Health Care Plan, Risk Management Plan, Multi agency record, (a Medication record, and an Individual Support Plan could be completed at a following settle).
- Depending on the child's needs training may be organised, a Targeted Setting Support may be requested, and an Inclusion funding claim may be made. The child will be able to start once everything is in place.
- Each child will be given a number of settle in sessions, so they have a chance to get used to the setting before starting full time. A Key Person will be assigned to the child so that they have a familiar face to welcome them at each session.
- When a child seems physically, emotionally, and socially confident and their key person and parents are in agreeance, children will begin their transition to the next group. Each child will be assigned a new Key Person who will spend time with the child alongside the current Key Person and a transition form will be completed. To begin with the child spends time in the new room getting used to the environment and the team and children within in it. The new Key Person will have a meeting with the current Key Person and the child's information will be shared, the new Key Person will be introduced to the parents/carers. Once their confidence has developed and they are ready to spend time in the new group with their new Key Person they spend more time in the room with their new Key Person.
- When preparing for a child to join school or another setting, we may arrange a Transition meeting with the new Teacher/Key Person/SENCO, Parents/Carers and current Key Person if required. The Family review system will be used to show their development. When a child leaves the setting to go to school, they will also have a School Readiness Tracker, this is where that child will be encouraged and supported in

developing a range of skills that would be beneficial for their transitional and settling process. Their Key Person may accompany them to settle sessions at the school and pass on relevant information to their new Teacher.

- If a child attend more than one setting Practitioners in each setting will communicate with one another to ensure that there is a consistency in their learning and care.

11. How are the early years setting's resources allocated and matched to children's Special Educational Needs?

- We are able to secure funding for a child with specific needs through an evaluation with the Inclusion team. The money can be represented by having an extra member of the team to support the child, specialist equipment such as wheelchairs purely for use in the setting and/or specialist training.
- Equipment to enhance the child's time in the setting may also be purchased, such as projectors, lights and tactile equipment. This equipment will be bought with the specific child in mind, but things that all children will benefit from.

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

- If Practitioners in the setting believe a child requires extra support, we would discuss our thoughts with the child's parents/carers and ask for their consent to contact the Inclusion team.
- The Inclusion team will come to the setting to observe the child and offer advice about how the child can be further supported in the setting. If it is needed, we will also liaise with relevant health care professionals and any strategies received from them and the Inclusion team will be put into place.
- The SENCO will discuss thoroughly with parents (and their medical advisers if appropriate) the adjustments that can reasonably be made for the child.

13. How are parents involved in the early year's settings? How can I be involved?

- In our parents' area we have forms that parents/carers can fill in if their expectations where exceeded or unfulfilled. The feedback from these provides us with ways on how to build on existing ideas and ways in which Green Roots can be improved.
- Parents are able to voice their concerns or opinions during the regular review meetings.
- Parent/carers Questionnaires are available and are sent out to parents/carers yearly.
- There is always a senior member of the team to take any calls or answer any questions.

14. Who can I contact for further information?

- The nursery is contactable via telephone on 01243 373931
- Our email is: hello@green-roots.com
- The Nursery Manager and SENCO will be happy to discuss any enquiries towards a child joining the setting.
- All members of our team are reachable on the above-mentioned information.
- This setting is fully inclusive.

Useful links and information

Current SEND Code of Practice (Sept 2024) [\[gov.uk\]](https://www.gov.uk)

Early Years Good Practice Guidance for SEND 2025 [\[telfordsend.org.uk\]](https://telfordsend.org.uk)

WSCC SEND strategy 2026-2030 [WSCC SEND Strategy](#)