Our Local send offer



First Steps
Day Nursery & Pre School
44a Compton Road
Shepton Mallet
Somerset
BA4 5QT
Tel: 01749 346733
Email: enquiries@fsdaynursery.co.uk
Website: fsdaynursery.co.uk

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following questions and answers form our local offer and shows how we provide for children with special educational needs and disabilities.

01	***How do you know if children need extra help and what should I do if I think my child may need support?*** We assign each child with a designated key worker and buddy, their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development, you can discuss these with our Special Education Needs Coordinator (SENCO's) who is Hayley Parfitt. Reports from health care professionals, such as health visitors, speech and language therapists, and paediatricians, will identify your child's individual needs. We welcome parents and professionals sharing these reports to plan appropriately to meet these needs. Ongoing observational assessments are made of all children and are linked to the Early Years Foundation Stage. In some cases, this identifies individual needs. These observations will be discussed with the SENCO. If your child's key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child's learning and development. Our SENCO will offer support and advice to your child's key person and other staff in the setting and will also refer/liaise with other professionals (with parental permission) to seek advice and support in identifying individual needs if necessary.
02	***How will you support my child?*** Before starting at our setting, we will arrange a home visit where the room Supervisor or Key Person and/or SENCo will come to your home and introduce themselves to you and your child in person. We will also bring activities such as a visual booklet which has staff photos and photos of the setting. This will give you the opportunity to discuss anything you wish the setting to know e.g. any other professionals currently involved or if you as a parent have any questions or worries. We will then invite your child to settling in sessions according to the needs of you and your child. During these visits, your child's key worker will work on an 'All about me' All About Me (jotform.com), and discuss with parents a baseline assessment, this will identify preference and their level of development in key areas. At this session you will be able to discuss with the Manager and/ or SENCO about any concerns or specific requirements your child may have. We will work with you to support your child, listening to you and your child. Our SENCO will explain how children's individual needs can be met using an Assess Plan Do Review approach. This is an individual plan to support your child with outcomes to further their progress and development. If appropriate, we will also develop an Early Health Assessment (EHA) to ensure all medical needs are met and appropriate measures are put in place to ensure your child's safety. Observations, assessments, and evaluations all contribute towards APDR's and your child's key worker will be available to support during the child's initial sessions, this will begin

	to foster a relationship with and understand your child. The SENCO will also be at the setting during this time. Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. We will contact the Inclusion Advice Line with parental permission, for support and ensure all aspects of the child are discussed to support the setting in meeting the child's individual needs with their support and guidance. They will refer us onto the virtual school if they feel necessary where a learning mentor will be able to support us further. We offer many support programmes that can be used as an intervention to support your child if they require this need. Early Talk Boost – This can support children experiencing difficulties within their Communication and Language development. The Curiosity Programme – This supports children to gain focus and shared attention with an adult. The Attention Autism Bucket – This provides a variety of sensory experiences shared with an adult and other peers. The Manager will maintain an overview of experiences and progress, while the SENCO will work with all staff to ensure we are providing the relevant and appropriate support from other professionals.
03	***How will the curriculum be matched to my child's needs?*** We will get to know your child before they start using parent & professional (if appropriate) support to create a baseline assessment. Targets linked to the Early Years Foundation Stage will be set using an APDR (Assess Plan Do Review). They will communicate with the rest of the staff to provide consistency and understanding within our team. We will ask for copies of assessments from other professionals before your child starts. Based on your child's needs, staff will have specific training to ensure these needs are always met. All targets/outcomes will be revisited every six weeks/termly.
04	***How will both you and I know how my child is doing and how will you help me to support my child's learning?*** Assessment systems are in place such as 2 Year Developmental Check, Cohorts, next steps, and a learning development journal 'Tapestry'. We also complete ECAT forms (Every Child A Talker) termly for children who have English as an additional language and for children who are experiencing difficulties with their communication and language development. These systems enable the key worker to focus on specific areas that may need additional support, and provide further opportunities in the areas that your child particularly enjoys. You can review your child's Developmental Observations via the online Tapestry system. This system also enables you to add photographs, observations, or any of your own comments at home. During hand overs, you are welcome to share information and raise any specific issues with your key worker or other members of the team, alternatively email or telephone the setting. You will receive termly reports which include what your child has enjoyed, what they have been learning and what their next steps are for the following term. We offer the opportunity to discuss your child's progress and development via a phone call or meeting every term to discuss any updates, appointments with professionals and to share ideas and strategies in ways we can work together to support your child the best we can at First Steps. Newsletters are emailed to parents/carers monthly/six weeks, and notices are regularly displayed on the parent's notice board. Please do not hesitate to ask for a meeting with your key worker to review your child's progress and development. A parent's guide to the Early Years Foundation Stage (EYFS) which helps you to understand the observations and developmental checks that are carried out. This can be found on Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

05	***What support will there be for my child's overall well-being?*** Our practitioners are welcoming and friendly, providing an inclusive, sensitive, and positive approach. They provide good role models for positive behaviour and are consistent in the day-to-day care of all our children. We are flexible in our routines to provide a positive environment for your child and always strive to fit around the routines you have adopted at home. We will work closely with the child's Key Person and our setting's SENCo's to identify if/when any additional need could be met e.g. to adjust session times / to add or decrease any session within a week with immediate effect which will not be charged as per our Terms & Conditions. Should your child require regular prescribed medication, you will be required to complete and sign a Medication form/ Heath Care Plan/ Long Term Medical Plan. You will be informed of the administration of the medicine and be asked to sign the form in accordance with our Medication Policy. Activities will be adapted to ensure your child is able to interact fully with the environment, and visual strategies, such as a visual timetable can be used to help them understand our daily routines.
06	***What specialist services and expertise are available at or accessed by your setting?*** Our team are experienced working within the early years age group and have a good understanding of child development. 95% of the team are qualified to level 3 or above. Staff are qualified in Paediatric First Aid and a wide range of additional training courses have been carried out, including Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) Prevent, Child Protection & Food Hygiene. Having had a number of children attend our setting that have needed additional support, we have good links in place with many healthcare professional teams, such as Speech & Language, Physiotherapy, Occupational Health, Paediatricians and Sight Impairment etc. We will work alongside the specialist services involved with your child and they are welcome to visit the setting. We can contact the Inclusion Advice Line to support us as a setting and offer guidance to ensure we can provide the best possible care and meet your child's needs to our full potential. If the Inclusion Advice line feel we require further support they will refer us onto the virtual school where we will be allocated a learning mentor to support the child, their family as us as a setting. Working closely with you, your child, and their specialist team will enable us to build stronger relationships and understand their needs to support them the best we can.
07	***How accessible is the environment? (Indoors and outdoors)*** Outdoors and ground floor areas are accessible by wheelchairs, walkers, and walking frames. Our indoor environment can be tailored to suit the needs of individual children.
08	***How will you prepare and support my child to join you/transfer to a new setting?*** Transitions can sometimes be a difficult time for your child. We will therefore work closely with parents and other professionals to ensure all transitions are as smooth as possible. It is common for a Preschool Entry Plan to be put in place for children that may need additional support. This would identify specific physical requirements or changes at the setting to ensure all facilities are accessible and available. In some cases, a phased start to school may be required for the child. The child's key worker may also attend the initial school sessions to provide additional support. Teachers are welcomed into the setting before a child is due to start school. We will also ask for a School Entry Plan meeting so as a setting we can handover to the school and discuss what is in place for your child, their strengths and interests, what they may need help with and talk about

	strategies to support them. You will be invited to attend this meeting to share your ideas and suggestions. A comprehensive developmental progress status of your child is shared with their reception class team, this is our school transition document. If the school also uses the Tapestry Learning Journal system, we can transfer all the child's observation to the new school's system (with parental permission).
09	***How is the decision made about what type and how much support my child receive?*** Through the observation process linked to the EYFS, and in discussion with you and the key worker, the SENCO will identify what support is required. In some cases (with parental permission) extra support will be put in place if necessary and if your child meets the local authorities additional funding criteria this will be applied for. Ongoing partnerships with yourself, other professionals, and the setting will support the decision-making process. Targets/outcomes will be agreed and reviewed regularly, usually termly to maximize your child's progress and the APDR's updated accordingly. Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting. Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs, and how to support them.
10	***How are parents involved in the setting? How can I be involved?*** We value all parents/carers involved with the setting. You are involved in identifying needs, information sharing, identifying targets and outcomes, and agreeing next steps to focus on at home and in the setting. Your input is always used & valued when reviewing progress towards these outcomes. Your permission will always be sought before involving any outside agencies.
11	***Who can I contact for further information?*** The setting manager, SENCO's, or your child's key worker are available if you would like to discuss your child's needs. We are available to offer advice about other professionals who will be able to support your child e.g your child's Health Visitor.

Prepared by	First Steps Childcare
Date	August 2026
Review date	August 2027