

LOCAL OFFER

Little Acorns Pre-School

Special Educational Needs and Disabilities (SEND)

This Local Offer outlines how Little Acorns Pre-School supports children with SEND, in line with:

- SEND Code of Practice (0–5 years)
- Early Years Foundation Stage (EYFS)
- Guidance from UK Government
- Expectations of West Sussex County Council

We are committed to inclusive practice, early identification, and co-production with families.

1. Identification of SEND (Ofsted Focus: Early Identification & Assessment)

At Little Acorns, we use a robust and continuous assessment system to identify children who may need additional support.

We:

- Monitor development using the EYFS framework
- Carry out regular observations recorded in each child's Learning Journal
- Use progress checks (including the statutory 2-year check where applicable) and raise any concerns at parent / carer consultations
- Listen carefully to parent/carer concerns

If concerns are identified, we follow the Graduated Approach:

Assess → Plan → Do → Review

Parents can raise concerns at any time with:

- Key Person
- Manager/Deputy Manager
- SENCO: Ruth Sier

2. How We Support Children with SEND

Each child:

- Has a named Key Person responsible for their development
- Receives differentiated support tailored to their needs with support from outside networks

Support may include:

- Adapted activities and environments
- Small group or targeted support
- Individual strategies to support communication, behaviour, or learning

3. Curriculum Adaptation (Ofsted Focus: Intent, Implementation, Impact)

Our curriculum is:

- Inclusive and ambitious for all children
- Adapted based on children's interests, needs, and developmental stage

Where needed, we implement:

- One Page Profiles
- Individual Support Plans (ISPs) with clear outcomes
- Advice from external professionals

→ Ofsted-ready statement:

The curriculum is coherently planned and sequenced to ensure all children, including those with SEND, make progress.

4. Monitoring Progress (Ofsted Focus: Outcomes & Impact)

We track progress through:

- Ongoing assessment
- Termly reviews with parents
- SEN Support Plans reviewed regularly

The Graduated Approach ensures:

- Support is reviewed and adjusted
- Outcomes are clear and measurable

5. Supporting Wellbeing

We promote children's wellbeing by:

- Creating a safe, nurturing, and inclusive environment
- Supporting emotional development and self-regulation
- Encouraging independence (e.g., toileting, self-care)
- Working closely with families to ensure consistency

6. Working with External Agencies (West Sussex Alignment)

With parental consent, we work in partnership with:

- Early Years Childcare Advisors (EYCA)
- Early Help Team
- Health professionals (e.g., Speech & Language Therapy)
- Other specialists as required

The SENCO:

- Coordinates all SEND provision
- Acts as the main point of contact
- Ensures recommendations are implemented

→ Ofsted-ready statement:

Strong multi-agency working ensures children receive timely and appropriate support.

7. Staff Training

All staff:

- Hold relevant Early Years qualifications
- Complete regular SEND and safeguarding training
- Access targeted training linked to children's needs

8. Inclusion in Activities and Trips

We ensure:

- All children are included in outings and experiences
- Reasonable adjustments are made
- Activities are risk assessed and accessible

Children benefit from:

- Outdoor learning
- Community walks
- Enrichment experiences

→ Ofsted-ready statement:

All children are given equal opportunities to participate and achieve.

9. Accessibility (West Sussex Local Offer Requirement)

Our setting:

- Is fully accessible (single-storey with ramp access)
- Has a disabled toilet facility
- Provides adaptable resources and environments

10. Transitions

We support transitions by:

- Sharing information with new settings/schools
- Working closely with local Schools
- Preparing children emotionally and practically

11. Funding and Resources (West Sussex Guidance)

Funding (e.g., SEND funding, EYPP) is used to:

- Provide additional staffing
- Purchase specialist resources
- Support individual learning plans

12. Decision-Making

Support is agreed through:

- Collaboration with parents
- Input from SENCO and professionals
- Regular review meetings

13. Parent Partnership

We:

- Maintain open communication
- Hold regular review meetings
- Welcome feedback and involvement
- Encourage participation in the committee

Concerns can be raised with:

- Manager / Deputy Manager
- Committee Chair (Kim Kalpakiotis)

14. Further Information

Contact:

- Manager: Shola Attryde
- Deputy Manager: Ruth Sier
- SENCO: Available for SEND support

West Sussex Family Information Service:

 01243 777807

15. Safeguarding and Equality Statement

Little Acorns Pre-School is committed to:

- Safeguarding all children
- Promoting equality, diversity, and inclusion
- Ensuring no child is disadvantaged

All policies are available on request.