

Local Offer Policy

Introduction

Little Home Learners is a warm, inclusive childminding setting in Aylesbury. We welcome all children, including those with Special Educational Needs and Disabilities (SEND). Our aim is to ensure every child can learn, develop and thrive at their own pace, with the right support in place.

We follow the SEND Code of Practice 0-25 (2015), the Equality Act 2010, the Children and Families Act 2014, and the EYFS 2024/2025.

Who is the SENCO?

As a childminding setting, the SENCO role is held by:

- SENCO: Charlotte Shefras
- Charlotte is responsible for:
- Coordinating SEND support
- Working with parents and professionals
- Monitoring progress
- Ensuring inclusive practice
- Completing SEND paperwork (APDR, support plans, referrals, etc.)

How we Identify SEND

We monitor each child's development closely through:

- Observations
- Learning journals
- Two-year progress checks

- Ongoing discussions with parents

If we notice a child:

- is not making expected progress has emerging needs
- shows differences in communication, behaviour, physical development or learning

we will discuss this with parents sensitively and openly.

We follow the Assess, Plan, Do, Review (APDR) cycle to understand the child's needs and plan support.

How we Support Children with SEND

We provide:

- Ordinarily Available Provision (OAP)
- Differentiated activities
- Visual supports
- Sensory-friendly adjustments
- Small-group or 1:1 support where needed
- Adapted routines
- Calm, predictable environment
- Close partnership with parents

We make reasonable adjustments to ensure all children can access the full curriculum and daily experiences.

Working with Parents and Carers

- Parents are central to everything we do. We:
- Share observations and progress regularly
- Listen to parents' views and expertise
- Co-create APDR plans
- Agree targets together
- Review progress at least every 6–8 weeks
- Provide information in accessible formats if needed

We always include the voice of the child in planning.

Working with External Professionals

With parental consent, we may work with:

- Early Years SEND Team Portage
- Health Visitors
- Speech and Language Therapists Occupational Therapists
- iSEND Team
- Educational Psychologists
- Social Workers (where relevant)

We follow professional advice and integrate strategies into daily practice.

Funding and Referrals

Where appropriate, we may apply for:

- Inclusion Fund (low-level or emerging needs)
- High Needs Funding (HNF)
- Education, Health and Care Needs Assessment (EHCNA)

We support families through the process and contribute to:

- EHCP applications
- EHCP reviews (every 3–6 months for under-5s)

Supporting Transitions

We ensure transitions are smooth and tailored to each child's needs. This may include:

- Transition meetings
- Sharing APDR or SEND Support Plans
- Visits to new settings
- Photo books or social stories

- Liaising with receiving SENCOs
- Following the Buckinghamshire OAP Transition Guidance

Accessibility

We aim to make our environment accessible to all children. This includes:

- Flexible layout
- Adapted resources
- Visual supports
- Quiet spaces
- Sensory-friendly adjustments
- Alternative communication methods

Documentation can be provided in:

- Different languages
- Larger print
- Verbal explanation

Inclusion and Equal Opportunities

We do not discriminate against any child or family. We challenge discriminatory language or behaviour and promote:

- Respect
- Empathy British Values
- Positive attitudes towards diversity

How to Raise a Concern

We encourage parents to speak to Charlotte at any time. If further support is needed, families can contact: Buckinghamshire SEND Local Offer SEND:

<https://familyinfo.buckinghamshire.gov.uk/send-local-offer/>

Buckinghamshire Early Years SEND Team Via the Family Information Service website

iSEND Team for EHCP queries or assessments

Policy Review

Next review: May 2027 or sooner if legislation or guidance changes.