



Leading Early Years Excellence Partnership

'Enabling All Early Years Children To Achieve Their Full Potential'



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Early Learning and Childcare Inclusion Team



Local Offer

Achieving these objectives

In order to achieve these objectives, a range of consultation and co-production opportunities will take place on a regular basis with ideas feeding in to a Local Offer Monitoring Group, comprising of parents, young people and professionals, which will ensure that the key purposes above are met.

The Local Offer will never be a completed resource. It will always be growing and developing, reflecting the changing needs of the local area.



For more information please visit:

www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability



Local Offer

What is the Local Offer?

Local Authorities have a legal responsibility to publish a Local Offer describing information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

To provide clear, up-to-date information about available provision and how to access it.

To make sure the provisions are responsive to local needs and aspirations by directly involving children and young people, their families and service providers in development and review of the offer.

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Welcome to the Inclusion Team

The Inclusion team is part of the Early Learning and Childcare team within the Education Department of Wigan Council.

We are a dedicated team of 11 staff whose aim is to facilitate the settings ability to support children with Special Educational Needs and Disabilities (SEND) using a modelling and coaching approach in supporting both your child and the provision they attend.

We support children in the home environment as part of our Portage service and deliver Portage groups and within Early Years provisions (Private & Voluntary settings, mainstream nurseries and childminders).

We liaise with professionals involved with your child to ensure a seamless approach to support. This enables us to effectively plan at key times in your child's education.

Portage

Portage is a home teaching service for young children who have an additional need. It supports children's development by helping parents and children to learn together.

Portage helps parents and children play and learn together in their home through regular home visits; this involves planning for family focus time, child led play and structured teaching activities.

We also deliver Portage groups where by families can attend sessions with their child in a nursery environment. This enables families to network and also be more confident in considering a nursery place for their child in the future.

Portage referrals are accepted from families or professionals involved with the child and/or family.

Once the referral is received an initial visit is then arranged with the family and the Portage criteria are considered.

If the criteria is met we will arrange Portage Home visits initially then offer a place at our Portage Groups.

Special Provision

If you are considering special provision for your child, let your child's nursery SENCO or Childminder know as soon as possible. They will notify the Inclusion team and we can begin to support you through this process.

For families requesting special provision for their child going into reception the applications have to be completed in the January prior to your child starting school in the September. You must also complete a mainstream school application

It is the nursery SENCO's or Childminders responsibility to complete the application. The Inclusion team will support them with this.

Any requests for special provision are only a request, a decision will be made at panel to determine if your preference is suitable for your child.

If you would like any further details regarding special provision please contact the Inclusion Team for advice.

Inclusion Team Structure

<p>Early Years Inclusion Manager Joanne Keenan J.Keenan@wigan.gov.uk - 07800679308</p>		
<p>Area SENCO's</p>		
<p>Debbie Wilcock Setting & Parent Partnership Lead d.wilcock2@wigan.gov.uk 07786312338</p>	<p>Emma Nicholls School Support Lead E.nicholls@wigan.gov.uk 07940774653</p>	
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Support for children with SEND in Early Years

Children with SEND in the Early Years are identified through a range of checks and assessments across education, health and care. Health staff have a duty to notify the Local Authority of any child under compulsory school age who think may have SEN or Disabilities (Section 3 of the Child and Family 2014 Act). Professionals across education, health and care work together to meet the needs of early years children.



Support for Your Child in School

Preparing for your child going to school can be a very anxious time. The Inclusion Team will provide support and advice for you and your child's Early Years Provider to support their transition to school.

All schools are expected to provide up to 15 hours of support for any child with SEND. This level of support is to be used targeted at identified times throughout the school day.

If it is felt that your child may need above the level of support that schools are able to provide then the Inclusion team will support the Nursery / Childminder to complete an application to request this.

Once your child's school place has been confirmed the Inclusion Team will liaise with the school and professionals involved to provide information to support their transition. The Inclusion Team will attend your child's Inspire sessions to provide support to both your child and school staff. Visits will also be planned in the September to ensure your child's transition is as smooth as possible.

The school will liaise with your child's nursery or Childminder to enable them to gather further information on their development.

What to Expect from Your Child’s Provision

The Nursery / Childminder will regularly keep you up to date with your child’s progress and provide you with any update when they have had contact with other professionals.

The Nursery / Childminder will have discussions with you about bringing together an Early Help Framework, this enables a co-ordinated approach in supporting both you and your child by bringing together all professionals involved. Further information can be found on the Local Offer.



What to Expect from The Inclusion Team

The Inclusion team will support your child's Early Years provision to follow the Graduated Approach .

The Graduated Approach is the expectation that Early Years provision will provide your child with Quality First Teaching. This enables them to gather information on your child's learning and development in line with the Early Years Foundation Stage (EYFS) framework. This framework is used in early years from birth to 5 to identify expected stages of development.

The Inclusion team hold Inclusion Progress Meetings (IPM’s)every fortnight across the borough. Should you or your child's provision have concerns regarding their development they can book on a meeting or request a telephone consultation to discuss those concerns. Prior to the meeting the Nursery SENCO / Childminder will gain your consent.

From the information that is provided during the meeting / telephone consultation it may be suggested that an assessment be carried out on your child.

What to Expect from The Inclusion Team

For an assessment to take place the Nursery SENCO / Childminder will complete a Request for Involvement form with you. You will be asked to give permission for our involvement.

The inclusion team will then arrange to complete an assessment on your child in nursery or the Childminders home, you will also be invited to meet with us after the assessment to discuss the outcome and next steps.

A decision will be made at the visit as to whether an application for Targeted Individual Support (TIS) is to be made. The decision will be made on the progress your child is making and how their needs are impacting on their education. TIS support is an added resource that is allocated to support the Early Years Provision meeting the needs of your child.

The Inclusion team will continue to be involved with your child and provide support and advice for the setting and school up to the end of Reception.

The Inclusion team will play an active role in supporting your child during their transition from pre-school into Reception.

What to Expect from Your Child's Provision

If they feel that there are certain areas in your child's development that they need to work on they will put in place a SEN support plan or use their planning systems to put in place strategies, this information should be shared with you. If there are any areas of development you would like them to focus on this can be added into the plan. This will be reviewed with you every 6 weeks.

The Nursery SENCO / Childminder should also take on board any advice and strategies provided by professionals involved and ensure that they also form part of the SEN support plan and nurseries planning systems. If TIS support is suggested for your child and a Targeted Support Worker (TSW) is allocated the nursery / Childminder they will work closely with them using a modelling and coaching approach to support them embedding the strategies suggested.

If funding is allocated the nursery will use this to provide an additional member of staff at targeted times throughout your child's session. Allocated funding will be monitored by the inclusion team to ensure it is being used effectively.

On occasions both funding and a TSW may be considered depending on the needs of your child and the support needed by the nursery / childminder.

What to Expect from Your Child's Provision

All Early Years Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

It is the Early Years Providers responsibility to bring those children identified as having SEND to the Inclusion Teams attention.

Your child's allocated key person in nursery or Childminder will gather information on your child through observation within the first 6 weeks of attending the provision. They will use the Early Years Foundation Stage framework to monitor their learning and development.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning This is especially true were the attainment demonstrated is not dependent on adult support.

Targeted Individual Support

Targeted Individual Support is allocated when we feel your child's needs are impacting on their education.

The criteria for TIS support is that your child is working 2 EYFS age bands below expected and has or is eligible to have 2 agencies involved.

The support provided is either a Targeted Support Worker and or funding.

The level of support is allocated depending on the needs of your child and the setting.

The Targeted Support Worker uses a modelling and coaching approach when they visit the nursery . There main role is to provide the nursery with the knowledge and skills to meet your child's needs when they aren't there.

If funding is allocated this will be monitored to ensure it is being used effectively. If the setting needs further support and advice then a Targeted Support Worker visit will be arranged to ensure effective use of the funding.