# SEND Information Report guidance for early years and childcare settings

## **About the SEND Information Report**

Local Offer information should be accessible to all families alongside other information about your setting. In West Sussex this is referred to as a settings SEND Information Report. You do not need to duplicate information that is already available to parents/carers.

Early years settings have the flexibility to develop a SEND Information Report to meet their own needs and the priorities of the children, young people and parents in their area. However, each report must follow the principles set out in the Children and Families Act.

There are key elements of information that should be provided about every service to ensure that children with SEND and their families are able to find out which services are available to them and how they can access them.

There must also be clear mechanisms for children, young people and parents to provide feedback on your SEND Information Report and this information should be used to influence future decision making.

## **How to use this guidance**

This guidance may be used by early years and childcare settings to help plan their SEND Information Report content.

This document is designed to support you in reviewing the information that you currently have available so that you can make sure that the information for families is as full and accurate as possible. Use the ‘Your notes’ column within the document to collate information about your offer, then use it to create or update your setting’s report document or webpage.

| **Heading** | **Things to consider** | **Your notes** |
| --- | --- | --- |
| Setting Name |  |  |
| Setting Manager and contact details |  |  |
| How to get to your setting | * Directions, with any tips for finding you if you are a bit hidden away. * Information about parking. Is there an accessible parking space available near the setting entrance? |  |
| About your setting | * What message would you like families to see about how you will welcome and support their child in your setting? * What is it about your setting that show that you offer high quality, inclusive provision to all children and their families? |  |
| Accessibility information | * Is your setting fully accessible? * Are there any adaptations to the auditory and visual environment? * Are there accessible changing and toilet facilities? * What other adaptations do you, or would you, make to support individual children’s needs? |  |
| Supporting all children including how you work with families and identify any delay in children’s learning and development and support children with SEND | * What processes do you have within your setting to identify and offer support to children in your setting with additional needs? * Prompts: * Parent partnership * Assessment and review of progress * Use of the graduated approach * SENCO/INCO role * Staff support and training * Working with other professionals * Supporting transition to school |  |
| How does the setting support improve physical health outcomes? | * How does the setting support children’s physical health? * What outcomes do you try and achieve? |  |
| How does this setting support improve mental and emotional health outcome? | * How does the setting support children’s mental health? * What outcomes do you try and achieve? |  |
| Clear information about how a family can access a place for their child | * Is an appointment required to visit? * Is there a waiting list? * Admissions Policy * Fee Policy, including EYFE sessions and availability * How you gather information in order to understand and plan for the child’s individual needs before they start in the setting. * Induction arrangements, including settling sessions and transition support |  |
| Involvement in decision making | * How does the setting seek the views of service users? * Which leaflets and information are available? * Are any specialist communication systems available? E.g. signing/ PECS? * How does the service communicate with parent carers? * Do you offer any parent training or learning events? * How do you involve parents in understanding and planning for their child’s learning and development? |  |
| Feedback | * How can children and their parents provide feedback on the service they receive? |  |
| Complaints | * How can children and their parents complain about any element of the service they provide? |  |

For each specific Area of Need below, think about what:

* experience and training do staff in your setting currently have?
* steps would you take to ensure children with this area of needs are well supported in your setting?
* professionals would you engage with to ensure you can effectively plan and implement support?

|  |  |
| --- | --- |
| **Area of Need** | **Your notes** |
| Communication and Interaction |  |
| Social, Emotional and Mental Health |  |
| Cognition and Learning |  |
| Physical |  |
| Health/Medical |  |
| Sensory |  |