



The Wickbourne Centre, Clun Road, Littlehampton, West Sussex, BN17 7DZ
01903 867582 | playcentre.wickbourne@arunchurch.com | www.arunchurch.com/playcentre

SEND Information Report (Local Offer)

For children with Special Educational Needs and Disabilities
June 2026

This report explains how Wickbourne Playcentre supports children with Special Educational Needs and Disabilities (SEND). It outlines how needs are identified, how support is provided, and how we work with families and professionals to help every child thrive.

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About Our Setting

Wickbourne Playcentre is based within the Wickbourne Centre and is owned and operated by Arun Church. We provide a warm, safe, and nurturing environment where children aged 18 months to 4 years can learn through play and develop at their own pace.

We are open from 9:00am to 4:00pm during term time. We are Ofsted registered and received a “Good” rating at our most recent inspection (November 2022).

We are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential within an inclusive environment.

Our Commitment to Inclusion

At Wickbourne Playcentre, we believe every child is unique, valued, and entitled to an inclusive, supportive environment.

We:

- Treat each child as an individual
- Adapt our provision wherever possible
- Promote participation in all aspects of the setting
- Work in close partnership with families and professionals

We welcome children with a wide range of needs, including:

- Communication and language needs
- Social, emotional, and mental health needs
- Physical disabilities
- Developmental delays

The Role of the SENCo

Lucie Coe is our dedicated Special Educational Needs Coordinator (SENCo) who leads and oversees SEND provision within the setting. Lucie is an experienced practitioner with a Level 3 Award for Special Educational Needs Coordinator in Early Years Settings.

The SENCo:

- Works closely with staff, parents, and external professionals
- Identifies and coordinates support for children with SEND
- Ensures appropriate strategies and interventions are implemented
- Monitors progress and reviews outcomes

The SENCo can be contacted via the playcentre office on 01903 867582 or by email at playcentre.wickbourne@arunchurch.com.

Key Questions

How will you know if children need extra help?

If you think your child may have Special Educational Needs or Disabilities, or require additional support, we encourage you to contact us to discuss their needs so we can plan appropriate support before they start.

Once your child has started, we may notice that they might benefit from some extra support. Our aim is always to support your child and work with the family to achieve the best possible outcomes. Children's learning and development are monitored through:

- Ongoing observations
- Assessments linked to the Early Years Foundation Stage (EYFS)
- Regular tracking of progress

If concerns arise, we follow a graduated approach (Assess–Plan–Do–Review):

1. Assess – Identify needs through observation and discussion
2. Plan – Agree strategies and support with families
3. Do – Implement targeted support
4. Review – Evaluate progress and adapt provision

Where appropriate, this process may involve seeking support from external professionals or contributing to applications for additional funding or an Education, Health and Care (EHC) needs assessment. Any concerns will be shared sensitively with parents at the earliest opportunity.

How will you support my child?

Your child will be supported by a key person who, with support from the SENCo, is responsible for implementing support strategies and monitoring progress. It will be the key person's role to liaise with parents and keep them updated with your child's progress. We will do our best to match your child with the right key person. Although each child has a key person, all our staff look after and care for each child within the setting so you can be assured your child will be looked after by everyone.

We provide tailored support to meet individual needs, including:

- Adapted activities and resources
- Small group or 1:1 support where appropriate
- Visual supports such as signing and PECS
- Flexible routines and environments
- Encouragement of independence and choice

We operate a free-flow environment, allowing children to access indoor and outdoor learning while being supported by staff.

How will the curriculum be matched to my child's needs?

Each child has a learning journal (held on the Tapestry platform) which is individual to them. It contains records of observations, meetings with parents, copies of children's achievements and a grid showing where your child is developmentally in accordance with the EYFS (Early Years Foundation Stage). If your child is between 2 and 3 years of age they will have the statutory two-year check.

In addition, individual support plans may be developed to ensure children can:

- Access learning opportunities
- Build confidence and independence
- Achieve positive developmental outcomes

How will I know how my child is doing?

We believe that children achieve the best outcomes when families and practitioners work together.

We:

- Maintain regular communication with parents
- Share observations and progress through the Tapestry system
- Encourage parents to contribute their child's experiences from home
- Hold meetings and reviews as needed

For children receiving additional support, regular review meetings are held to discuss progress and next steps. You can arrange to see your child's key person, the SENCO or the manager at any time to discuss their progress.

What support is there for my child's overall wellbeing?

We support every child at their own stage of development and adapt activities to ensure all children, including those with additional needs, can access and enjoy opportunities that promote their physical health and wellbeing.

We encourage children to develop independence through daily routines such as handwashing, toileting, dressing themselves, and managing their own personal care where appropriate. Healthy eating and good hygiene practices are promoted throughout the setting, helping children to understand the importance of looking after their bodies and wellbeing.

Children have continuous daily access to our outdoor area, which includes:

- Climbing equipment
- Ride-on toys
- Space for physical exploration

We support physical development through:

- Active play indoors and outdoors
- Fine and gross motor activities
- Encouraging independence in self-care routines

Activities are adapted to ensure all children can access physical opportunities regardless of need.

We support children in expressing their feelings, developing confidence, and learning how to manage emotions in an age-appropriate way. Staff act as positive role models, helping children to develop kindness, empathy, resilience, and respect for others.

We prioritise children's emotional wellbeing by:

- Building strong, trusting relationships
- Providing consistent routines and reassurance
- Supporting children to understand and express emotions
- Promoting kindness, empathy, and resilience

We work closely with families to ensure continuity between home and the setting.

What specialist services and expertise are available?

Where appropriate, we work in partnership with external agencies to support children's development. We will always seek parental consent before involving external professionals (unless we believe someone is at risk of harm, as outlined in our [safeguarding policy](#)).

Professional services may include:

- Speech and Language Therapy
- Early Years Inclusion Teams
- Health Visitors
- Educational Psychologists

We ensure that recommendations from professionals are integrated into the child's support plan.

How will my child be included in activities?

We are committed to ensuring all children are fully included in every aspect of our provision wherever possible. We adapt activities, resources, and routines to meet individual needs, enabling children to access learning in ways that suit them best.

Children are encouraged to take part in all activities, with staff adapting provision and providing additional support, including small group or one-to-one support where needed, to remove barriers and promote engagement alongside peers. We operate a free-flow environment, allowing children to choose activities independently across indoor and outdoor spaces, with staff available to support as required.

If we are going on an outing, we aim to adapt so your child can access it. On outings, we work to a ratio of 2:1 and may ask parents to volunteer to meet that level of supervision. If required, we can provide a ratio of 1:1 for your child so they can be included. We would liaise with you to ensure we are meeting your child's needs.

How accessible is the environment?

Our setting is fully accessible and includes:

- Step-free access with ramps and disabled parking bays
- Automatic doors into the building
- Wheelchair-accessible internal layout
- Accessible toilet facilities

We also ensure accessibility through:

- Adapted activities and resources
- Flexible teaching approaches
- Individualised support strategies

How will you support transitions to another setting or school?

We support children through key transitions such as starting at the setting and moving up to school.

Starting at the Setting

We understand that starting at a new setting is an important transition for both children and their families. After completing a registration pack, we will book in some visits. Our settling-in process is designed to help children feel safe, secure, and confident within the environment.

First Visit

During the first visit, we take the opportunity to get to know your child through discussions with you while they play and explore their new surroundings. This allows us to begin building positive relationships and understand your child's interests, routines, and individual needs. Parents and carers are encouraged to share any information regarding additional needs or support their child may require, so that we can work together to ensure appropriate strategies and support are in place from the beginning.

Second Visit

During the second visit, your child will stay within the setting for approximately 30 minutes, giving them the opportunity to play, interact, and begin forming relationships with our practitioners. After this session, we will work with parents to decide whether further settling-in sessions would be helpful.

Transition to School or Other Settings

When the time comes for your child to start school, we will have a transition plan which includes:

- Sharing information with receiving settings
- Supporting transition visits where appropriate
- Working with parents and professionals to ensure continuity of support

How are resources allocated and matched to children's needs?

We use available funding to support children's individual needs. This may include additional resources, targeted interventions, or increased staff support where appropriate. Funding is used flexibly and reviewed regularly to ensure it is having a positive impact on children's access, participation, and progress.

How is the level of support decided?

Support is guided by a graduated approach (Assess–Plan–Do–Review), where children's needs are identified through observation and discussion with parents. Decisions are made in partnership with families, the key person, and the SENCo, and are regularly reviewed to ensure support remains appropriate and effective. Where needed, external professionals may also be involved in shaping the level and type of support provided.

How are parents involved in the setting?

After initial discussions, we will be consulting with you on a regular basis about your child's care. We value your input and any updates about their needs. If you would like to help in the setting once your child has settled, you can apply to volunteer. We will follow our safer recruitment process which includes carrying out a DBS (Disclosure and Barring Service) Check.

What training do staff have?

All our staff team receive ongoing training in:

- Paediatric First Aid
- Special Educational Needs and Disabilities
- Safeguarding and child protection
- Early Years development and inclusive practice
- Various other updates and courses

This ensures staff are equipped to support children effectively and respond to a range of needs.

We recognise that children with SEND may be more vulnerable to safeguarding concerns and ensure appropriate measures are in place.

How do I access a place for my child?

You can find more information about our setting on our website at arunchurch.com/playcentre

Families are encouraged to:

- Contact us to arrange a visit (using the details above)
- Meet staff and view the environment
- Discuss their child's individual needs

Where places are limited, children may be placed on a waiting list.

What funding is available?

We accept all forms of government childcare funding. You can find more information on the various funding and check if you are eligible here: gov.uk/childcare-calculator.

If your child is accessing the Early Years Pupil premium (EYPP) or Disability Access Fund (DAF), we will use this to provide resources to suit your child's needs and help them to experience a fully accessible fun environment which they may not have access to outside the setting. Funding from these sources is used to support individual needs identified through our SEND processes, including resources, staff support, and targeted interventions.

Who can I contact for further information or concerns?

We value feedback from parents and carers and recognise the importance of listening to continually improve the quality of our care and education. Parents and carers are encouraged to share feedback, suggestions, and any concerns at any time through informal daily conversations with staff and management. We aim to maintain open,

honest, and supportive communication and welcome discussions about families' experiences within the setting.

If you have concerns about our SEND provision:

- Speak with a member of staff or the SENCo in the first instance
- Arrange a meeting with management if needed

If concerns remain unresolved, parents may follow our formal complaints procedure, available at arunchurch.com/complaints.

Further information about SEND support across West Sussex can be found via the Local Offer website: westsussex.gov.uk/local-offer/