

Our Local Offer for Children with Special Educational Needs and Disability (SEND)

How does the setting know my child needs extra help and what should I do if I think my child may have Special Educational Needs?

At Elmwood Preschool each child has a keyperson. Their role is to develop good relationships with parents and children to enable sharing of information. If you have any concerns about your child's development you can speak to the keyperson at any time or ask for a time when you can discuss this in private with them.

Reports from health care professionals, such as health visitors, speech and language therapists, identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.

Ongoing observational assessments are made of all the children and are linked to the development Matters ages and stages of development. This in some cases identifies individual needs.

If your child's keyperson has identified a possible individual need, they will discuss this with you in private, and plan together to support your child's learning and development. These observations will be discussed with the SENCo's (Special Educational Needs Co-ordinator) Penny Carey. Our SENCo will offer support and advice to your child's keyperson and other staff in our setting. She will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from our Inclusion Partner with your permission.

How will you support my child?

We use the Graduated Approach for support – assess, plan, do, review. Children are at the heart of all we do, and we will work with you to support your child together, listening to you as well as your child.

Before starting at the Preschool, you and your child will be invited to spend some time in the setting, to meet your keyperson and be given forms to complete about your child; this helps us to understand your child's strengths and needs. We also offer a home visit if we feel this will be helpful for children who may have additional needs, or may just be quiet and shy.

Our SENCo will explain how children's individual needs can be met by planning support using 'One Planning', and the advice from the Inclusion Partner. She will also explain who may be involved and their roles. Observations, assessments and evaluations all contribute towards One Planning. Your child's keyperson would oversee the targets included in the One Planning. They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. The SENCo's will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, to review the One Planning targets, plan new ones together, and give you ideas to use at home to support your child.

How will the setting prepare and support my child joining you, transferring to a new setting or to primary school?

As well as the home visit mentioned earlier, we also offer a group induction meeting and a settling-in session where you and your child can join part of a session. We also offer a flexible settling-in period if your child is having difficulties settling in.

We will meet with other professionals e.g. health care professionals to put in place a transition planning/health care plan if required, or to seek relevant training before your child starts.

If your child should attend another setting whilst with us or leave to go to another setting, we will liaise with your child's new key worker/teacher and SENCo to help them become familiar with them and to discuss your child's strengths and needs.

We will hold a transition meeting at your convenience, to plan transition for your child into their new setting, giving the new setting time to make necessary plans for any changes they may need to make. We will share targets on your child's One Planning and minutes of review meetings along with any other information that may be relevant to your child. It may also be possible to arrange for your child's key worker to attend settling in sessions at your child's new setting with them, to help promote a smooth transition.

Who can I contact for further information?

Your child's keyperson or the manager is your first point of contact if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child, such as health visitors, speech and language therapists, the Chetwood Family Hub, and can access support from our Inclusion Partner with your permission.

If your child's needs have been referred to a specific team, we will support you in accessing support from them. Our SENco Penny Carey is also our designated child behavioural person, and can offer advice and strategies to cope with unwanted behaviour.

If at any time you are unhappy with an aspect of our provision or practice we would ask that you come to us to discuss the matter to see if it can be resolved. If you are still unhappy, our Complaints Procedure is available via our website. Our latest Ofsted report and contact details are also available via our website.

What are the responsibilities of your committee in enabling and supporting inclusive practice?

Our Management Team is responsible for ensuring that our policies are inclusive and up to date. Penny Carey (Manager) ensures staff are able to attend relevant training and staff meetings to explore SEND and inclusion issues, to ensure the environment is inclusive, and to provide information packs for parents. She also promotes our open-door policy to parents, to ensure that we are welcoming and respectful to all.

How will I know how my child is doing?

Assessment systems are in place such as the two-year check, on-going observational assessment via Tapestry, our on-line Learning Journal, which also creates termly reports. Key persons can be contacted via Tapestry and a meeting can be arranged with a key person at any time if required.

You will be invited to regular Team Around the Child meetings with your child's key person to discuss their One Plan. Depending on the level of need, outside agencies involved in the support of your child may also attend.

We offer special sessions such as Female or Male Role model sessions to support Mother's and Father's Days - these allow you to join a session and see your child in the context of our Preschool. Our open-door policy means that you are always welcome to join us for a session, we just ask for a little notice.

We also request that you tell us how your child is doing at home via Tapestry, this helps to build an on-going two-way communication between us and provides your child's key person with invaluable information about their home life and personality. A telephone call can also be booked with your child's keyperson, should you require it.

We send out weekly emails to keep you updated on what is happening in Preschool, these include all the information you may need.

What support will there be for my child's physical and emotional wellbeing?

Our practitioners are very friendly, providing an inclusive, sensitive and positive approach to welcoming your child into our Preschool. They provide good role models for positive behaviour, and we are consistent in our day-to-day care of all our children – the fact that our children are happy at Preschool is testament to this.

We are flexible in our routines to provide a positive environment for your child's needs, and provide personal care, such as changing nappies, respectfully. Personal health care plans can be adopted if necessary, and staff will be trained in giving the appropriate medication for your child if required.

Activities will be adapted to ensure your child is able to interact fully with their environment, and visual strategies, such as a Visual Display to help them to understand our routines. Flash cards are also available when needed for your child to express how they are feeling about a particular activity/event, and the book corner provides a safe, quiet area to retreat to if your child is tired or needs some time to themselves. We have a 'Comfort Book' in Preschool which includes lots of photographs of the children with their families. The children love looking through this and sharing with staff and children alike.

Your child's key person may use Makaton sign language with your child if appropriate.

What specialist services and expertises are available at preschool?

All staff are trained and experienced practitioners working with the Early Years age group. We have good links with our local Wellbeing Family Hub and we can sign post you to external support, for example Parent Support Officers, Inclusion Officers, and Social Care. If your child's needs are identified as specific, then the team with the required expertise will support your child alongside Preschool.

Our SENCO attends termly Cluster Meetings with other local settings and our Inclusion Partner to keep up to date with the latest information and share best practice.

How will you help me to support my child's learning?

The Early Years Foundation Stage curriculum, 'Development Matters', is available to view via our website. Your child's key worker or SENCO will discuss your child's development in the different curriculum areas at review meetings. They will talk about how best to support your child and give you ideas for activities at home that will mirror what we do at Preschool.

If your child has specific needs, we will work with the relevant external agency to support your child and explain to you how we are acting on advice given by them.

If required, we will discuss with you, on a daily basis at drop off and collections times, how your child has done on that particular day. This also gives you the opportunity to let us know about any new information we may need to have.

How will I be involved in discussions about and planning for my child's education?

We encourage you to be involved from the first visits to Preschool. Your child's strengths, needs, likes and dislikes will be discussed at this time to help us make the settling-in process go smoothly.

You will be involved in identifying needs, information sharing, identifying targets and the next steps to focus on at home and in our setting, plus reviewing progress toward these targets at One Planning review meetings.

Your permission will be sought before involving outside agencies, and you are welcome to volunteer to help in sessions if you wish.

How will the learning and development provision be matched to my child's needs?

We will get to know your child before they start with us through meetings with you and your child and liaising with other professionals who are involved. We offer a flexible settling in routine that enables you to stay with your child until we are all comfortable that they are happy. Ongoing observational assessments will be used as a starting point within the first weeks of starting. Specific and appropriate targets will be set your child's One Plan to support the learning and development of your child. This enables planning for individual needs and learning goals. Your child's keyperson and our SENCO will work together to make sure that the environment,

routines and activities support your child's needs, and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We may ask for copies of assessments and reports from other professionals before your child starts, and take advice from the Inclusion Partner will be sought with your permission, if necessary.

What training have the staff supporting children with SEND had or are expected to have?

Our SENCO has completed the New SENCO training, and attends termly Cluster Meetings to share best practice. Any relevant information is disseminated to other staff members at staff meetings. Staff training records are held on file, and relevant training can be viewed on request.

How will my child be included in experiences away from the setting?

We will include parents in the planning of visits off site to identify the strengths and needs of your child so they know what to expect on the visit, and invite all parents to join us on our trip. We would carry out a risk assessment linked to the visit and the needs of all the children, including parents and supporters prior to our trip. We would also take along any aides or medication your child may need. All visits or trips would be planned in order to include all of our children.

How accessible is the setting environment?

If you are a parent who does not have English as your first language, we can involve another family member or friend who speaks English.

Accessible toilets and changing facilities are available, and we will explain the limitations of the building we use to you on your visit.

We provide multi-sensory activities as part of our planning.

Policies are updated regularly and are available via our website.

How are the settings resources allocated and matched to children's special educational needs?

Delegated budget has been used to train staff, for example in Makaton, and Inclusion Funding/SEN Premium can be applied for to support your child in our setting if required.

We also budget to provide for SEN resources.

How is the decision made about how much support my child will receive?

Through the observation process linked to the EYFS, and in discussion with you we will identify what support is required. Extra support will be put in place if necessary with the aim of enabling your child to become independent within their environment. Ongoing partnerships with both you, other professionals and ourselves, will support the discussion making process.

Our SENCO will give advice on meeting your child's needs within our Preschool in consultation with you, and other professionals where necessary with your permission. Our SENCO will advise you on the process of applying for extra support, and the Inclusion Funding/SEN Premium process, will identify the level of need based on the evidence submitted by the setting.

Reports from healthcare and other professionals who are working with your child, will be used to plan support within the setting. Our Inclusion Partner will support the decision making process to planned targets on your child's One Plan. The One Plan will be written with you and will include how you can support your child at home.

Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs, and how to support them.

For any more information please contact us, and speak to Penny Carey, our Manager and SENCO.