

Partridge Green Pre-School



SEND Local Offer

OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following questions and answers form our local offer and shows how we provide for children with special educational needs and disabilities.

1) How does Partridge Green Pre-School know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

At Partridge Green Pre-School each child has a designated key person. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can discuss these with our Special Educational Needs/Inclusion Co-ordinator (SENCO/INCO), Kelly Wright and/or the manager Rachel Tagg.

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

On going observational assessments are made of all children and are linked to the Development Matters ages and stages of development. This in some cases identifies individual needs. These observations will be discussed with the SENCO/INCO. If your child's key person has identified a possible individual need, they will discuss this with you and plan with you to support your child's learning and development.

Our SENCO/INCO will offer support and advice to your child's key person and other staff in the setting and will liaise with other professionals to seek advice and support in identifying individual needs if necessary. The pre-school can seek support and advice from the Early Years Advisory Teacher at West Sussex FIRST (Facilitation Inclusion through Reflection, Support and Training) with your permission. The FIRST Team are a local body who offer settings advice and support to ensure we are meeting your child's needs and refer appropriately. They meet with parents after they have observed the child in the setting. Parent's permission for FIRST involvement is always sought.

2) How will you support my child?

Before starting at Partridge Green Pre-School we will invite you to a minimum of 2 complimentary taster sessions according to needs and you will be given a Parents Welcome Pack. The pack will contain a Personal Profile to complete about your child; this will help us to share information about your child's

strengths and needs. At the taster sessions you will be able to discuss with the Supervisor and/or SENCO/INCO any concerns or specific requirements your child may have.

We will work with you to support your child together, listening to you and your child. Our SENCO/INCO will explain how children's individual needs can be met by planning support using an EHCP (Education and Health Care Plan) and advice from the FIRST team. She will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards EHCP and your child's key person would oversee the targets on the EHCP.

These are always available for you to view and comment on. They are locked away securely after sessions.

Your child's key person will be in sessions your child attends, fostering a relationship with and understanding of your child. The SENCO/INCO will also be present.

Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. Your child's Learning Style, interests and stage of development will be used to support their development.

The manager will maintain an overview of experiences and progress and the SENCO/INCO will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, reviewing the EHCP targets and planning new ones together, giving you ideas to use at home to support your child.

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

We will get to know about your child before they start and through on going observational assessments. Targets linked to the Early Years Foundation Stage ages and stages of development will be set on EHCP's to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to the EHCP, they will have a Learning Journal; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps.

Your child's key person and our SENCO/INCO 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 will ask for copies of assessments from other professionals when your child starts and advice from FIRST will be sought if necessary, with your prior permission.

Rachel Tagg will monitor and analyse progress of children within the setting to address any areas of weakness. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

The children's Learning Styles, interests and stage of development will be recognised and used to promote achievements and development.

4) How will both you and I know how my child is doing and how will you help me to support my child's learning?

Assessment systems are in place such as the 2 year progress review, under 3's next steps and over 3's next steps which are all linked to the EYFS ages and stages of development. Stay and play sessions allow you to stay and help and see how your child is developing in the setting.

We are a very welcoming and happy setting with very good relationships with our families.

We have regular stay and play mornings for parents, enabling the opportunity to build relationships with others in the setting and regular events throughout the year to help you build relationships with practitioners in the setting.

We have daily opportunities for you to tell us about your child's progress along with a home/link book for two-way communication between us on a daily basis.

Newsletters are sent home on a half termly basis and notices displayed to keep you up to date with what is happening at pre-school. A list of daily activities is displayed in the entrance hall enabling you to further support your child's learning.

5) What support will there be for my child's overall well-being?

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care such as changing nappies.

Personal health plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then you will be required to complete and sign an Medical Permissions form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Health and Hygiene Policy.

Our First Aiders are listed in the setting and we ensure that there is at least one present at all times. Rachel Tagg is the Designated Safeguarding Person and in this role completes all medical forms and attends regular training.

Staff are vetted and a vigorous recruitment process is in place.

Policies and Procedures are available to parents in the entrance hall on a daily basis.

Activities will be adapted to ensure your child is able to interact fully with the environment and visual strategies such as a visual time table is used to help them understand our routines. Our book area is welcoming and our Reflections area provides a quiet place to retreat to if your child is tired or needs some quiet time.

We are aware that some kinds of undesirable behaviour may arise from a child's special needs. We will refer to our Behaviour Management Policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. For further details, please see our Behaviour Management Policy.

6) What specialist services and expertise are available at or accessed by Partridge Green Pre-School?

All staff are experienced working with the Early Years age group and understand Child Development.

Staff have accessed specific training on Speech and Language courses and Positive Behaviour Management. We attend regular training and have worked with children on the Autistic Spectrum, with sight impairments and those with speech and language difficulties.

Our pre-school endeavours to cater for children from other cultures and religions and has multi-cultural resources within our setting.

We have links with our local Children's Centre and can sign post you to support which is available through there, for example, drop in Speech and Language sessions.

We will work alongside the specialist services involved with your child and they are welcome to visit the pre-school. Working closely with you and your child will enable us to build stronger relationships and understand your support needs better.

The FIRST team aims to help Early Years and Childcare practitioners provide the best possible experience for children with SEND at pre-school. The team will support practitioners in meeting children's individual needs through offering home advice, observing individual children in the setting following a FIRST request, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training. FIRST are Early Years Advisory Teachers (EYATs) (inclusion) and speech and language therapists.

Parental agreement will always be obtained before the FIRST Team become involved with any individual child. FIRST will support the pre-school in working together with other agencies that may already be involved with a child.

7) What training have the staff, supporting children with SEND, had or are having?

The Partridge Green Pre-School staff has accessed child development training and has experience working with the Early Years age group. Most have a First Aid qualification and some members of staff have attended Communication and Language training: Talk Talk Supporting Early Communication. All staff regularly attend training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. We are supported with advice from FIRST, Speech and Language therapists, Teachers and Health Visitors. Further training will be sought and accessed to support an identified SEND.

8) How will my child be included in activities outside Partridge Green Pre-School?

All visits or trips would be planned in order to include all of our children. We will endeavour to include parent/carers in the planning of the visit off site to identify the needs of your child. All parents are invited to join us on our trips.

A risk assessment would be carried out prior to any visit.

We would also take along any aides or medication for your child as identified.

9) How accessible is the Partridge Green Pre-School environment?

We have a large level hall with wide access doors and an enclosed garden at the rear. There is one disabled toilet. The outside area is accessed by a slight step. All areas are accessible for wheelchairs. We have facilities for changing nappies.

If you are a parent/carer for whom English is not your first language, you can nominate a representative who speaks English, or if possible, we can arrange for an external interpreter.

Our daily notice board lists our activities of the day.

Signs and posters around the setting are used with pictures helping children identify equipment and play areas.

We provide multi-sensory activities as part of our planning. Although we have limited funds we shall endeavour to seek out suitable equipment or adapt equipment and facilities to support children with special educational needs.

Policies are updated regularly and are available to parents in our entrance hall.

Additional funding may be obtained by the setting to help us meet your child's needs.

Regular risk assessments are carried out to ensure our environment is safe and secure.

10) [How will Partridge Green Pre-School prepare and support my child to join the pre-school/transfer to a new setting/school?](#)

The pre-school offers one or more introductory sessions for you and your child prior to your child's start date, when there will be an opportunity to discuss any requirements. These sessions give us the chance to get to know you and your family, providing an opportunity for you to share with us details of your child's needs and the involvement of other agencies. We will also agree a consistent approach with you to ensure the continuity of care for your child.

We offer a flexible settling in period should your child have difficulties settling at the beginning.

When transferring to another setting or moving on to school, the pre-school will invite the key person/teacher and SENCO/INCO to attend your child's sessions at pre-school to help them become familiar with them and to discuss your child's strengths and needs.

Staff and children make visits to the local schools as part of their preparation to move on.

Your child's Learning Journal, EHCP and any other information that may be relevant to your child will be passed on to the new setting giving them the time to make necessary plans for any changes they may need to make.

If the FIRST Team have been involved they will also help with the transition to school and remain involved until the end of the first term at school.

11) [How are Partridge Green Pre-School's resources allocated and matched to children's special educational needs?](#)

A dedicated budget is available to train staff and Inclusion funding can be applied for to support your child in our setting if required.

The FIRST Team can also allocate funds for resources.

12) How is the decision made about what type and how much support my child will receive?

Through the observation process linked to the EYFS ages and stages of development and in discussion with you and the Key Person, the SENCO/INCO will identify what support is required.

Extra support will be put in place if necessary.

On going partnerships with you, other professionals – including FIRST if they are involved and ourselves will support the decision making process. Together with our SENCO/INCO they will support the decision making process to planned targets on the EHCP. The EHCP will be written after consulting with you and will include how you can support your child at home. Through regular observations we can track your child's progress.

Our SENCO/INCO will give advice on meeting your child's needs within the pre-school in consultation with you and other professionals where necessary, with your permission.

Reports from health care professionals and other professionals who are working with your child will be used to plan support within the setting.

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

13) How are parents involved in Partridge Green Pre-School? How can I be involved?

We value parents/carers involved with our pre-school. Parents/carers are welcome to come in to the setting to see their child in the play environment at any time.

You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.

Your permission will be sought before involving outside agencies and you are able to volunteer to help in a session if you wish.

You are welcome to become involved in running the pre-school and fundraising for the pre-school by joining the committee. You can also attend 'stay and play' sessions once a month, which are arranged by the staff.

Formal and informal consultations run throughout the year.

14) Who can I contact for further information?

The pre-school manager, SENCO/INCO or your child's key person is available in sessions 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 the Families Information Service, health visitors, speech and language therapists, Local Children's Centre and can access support from FIRST with your permission.

The pre-school SENCO/INCO is our practitioner for Behaviour Management and can offer advice and strategies to cope with undesirable behaviour.

The Local Authority's Local Offer can be found on the West Sussex County Council Family Information Service website.