



Local Offer

1. How does the setting know if children need extra help and what should I do if my child may have special educational needs?

- A child may come to our setting with an identified special need, in which case we will liaise closely with the family and professionals already involved to ensure appropriate support is in place. We would liaise with the church premises committee in order to carry out any adaptations to our building.
- Observations are carried out by all staff to enable the key person to monitor the child's progression and development, including their emotional development. The observations are recorded in their learning diary which is a shared document between child/parent/setting. The key person liaises regularly with parents/carers as well as arranging specific appointments to formally discuss child's progress at least twice a year. Concerns can be raised at this time.
- If your child is not making expected progress in a particular area of learning, the setting will respond to the needs of the child within the 'graduated approach'. We can quickly identify the need for additional support and the Senco will add the child onto our SEN register.
- If parents/carers have concerns about the progress/well being of their child or that their child may have any special educational needs, they are encouraged to speak to their child's key person, SENCo or member of staff at any time and we will discuss any concerns.

2. How will the education support my child?

- We monitor children's progress using the Early Years Foundation Stage document, setting 'next steps' for each area of the curriculum. If your child appears to be making slower progress, we are able to use the Differentiated Early Years Outcome (DEYO) which breaks down the stages into smaller steps.
- If additional intervention has been identified you, the parents/carers will be involved in planning the best way to provide that support. An Individual Education Plan (IEP) will be created, if needed, showing the areas where additional support is needed and how it will be delivered.
- If professional support is required, referrals will be made with the agreement of the parents/carers.
- To ensure the additional support is having the required impact, the children's progress will be monitored on a regular basis. The IEP will be changed accordingly and the targets set will be set to be achievable.

- At staff meetings and in committee meetings all concerned will be kept informed

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

- Our planning takes into account the ages and needs of all children at our setting. We use differentiation to support or extend a child's learning. The curriculum offered in pre-school is child chosen and the resources can be tailored to a wide range of needs and abilities.
- For a child with special needs, planning will include time to implement targets/strategies/activities on IEP's.
- For some children we will plan special activities just for their needs and the key person will be responsible for delivering them. All members of staff will be aware of any special support that children require.

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?

- We have regular parent/carer consultations at least twice a year giving feedback on child's progress and any behavioural emotional and social strengths or difficulties. We also discuss 'next steps' planned and any activities or strategies to use to support your child's learning. We will also share any special supportive activities with you so that together we can work in the same way to benefit your child.
- You as parents/carers are encouraged to share with us your child's interests, achievements and special events by telling a member of staff, adding to the 'WOW' board or contributing to their child's learning diary. We may set up a home/school book to share comments. If you have any concerns you can speak to a member of staff/key person, SENCo or request a more formal meeting (either at your or our suggestion)
- Strategies will be discussed at regular IEP meetings. Where outside professionals are involved, they will be asked to attend IEP reviews or to provide feedback on progress and to input into targets and strategies. Parents/carers of a child with an IEP will be encouraged to support the targets at home.

5. What support will there be for my child's overall wellbeing?

- The key person will assume pastoral care for each child but all staff will ensure your child is happy and stimulated in our pre-school. We always try to build self confidence and positive self image in a variety of ways e.g. performing to parents once a week, by giving opportunities to children to review their own work, by showing others skills to copy.

6. What specialist services and expertise are available at or accessed by the setting?

- All staff have a basic knowledge of Makaton having attended courses.
- The outside agencies we are able to access are the Portage and Inclusion team, Speech and Language Therapist, Occupational Therapist and Educational Psychologist. We will seek advice and support from other services as and when different needs arise.

7. What training do the staff supporting children with SEND have?

- All staff either have teaching status or are level 3 qualified. Our SENco has 30 years experience working with children of age 3-5, she is supported by the leader of the Pre-school and by all the staff. We have attended courses in Learning Language and Loving It, Autism Awareness and Makaton.
- Our SENco is regularly kept up to date with current practices in cluster meetings and contributes to Early Years funding panel meetings.

8. How will my child be included in activities outside the classroom including school trips?

- Our SEND policy promotes involvement of all our children in all aspects of the curriculum. If necessary children receive additional adult support to access all activities.
- On local trips and special events, if needed, a personalised risk assessment would be carried out to consider if reasonable adjustments can be made to meet any additional needs. Parents/carers would be consulted and involved in planning if appropriate.

9. How accessible is the education setting?

- The hall can be accessed by wheelchairs, via a ramp at the front entrance. Double doors give access to the hall and there is a small ramp to the lower outside area. The top garden can be accessed via an external gate.
- The setting has access to 2 disabled toilets suitable for adults and children.
- If adjustments to the physical environment need to be made advice from the church premises committee will be sought before the work is carried out.
- If needed we will make use of the translation service to attend meetings.

- Resources are tailored to children's needs and are placed where they are accessible to all.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- Parents/carers are invited to join their child at pre-school for 3 settling in visits.
- Each child is offered a home visit, where parents/carers are able to ask questions or impart any useful information concerning their child. We also complete a questionnaire asking child's interests/preferences etc.
- Every child is given a 'pre-school' welcome booklet with photos and descriptions of pre-school, key people and routine to familiarise them.
- Parents/carers are asked to complete an 'All about me' questionnaire with their child, with useful information to help with settling in.
- We have good relationships with settings the children move on to and staff are invited to visit us to discuss the children they will be receiving.
- Information is shared through transition forms including personalised transition plans, for children with SEND. We also send an IEP to ensure continuity of progress when children start their new school.
- For children with SEND, we can provide further support e.g. additional visits to the new setting with the child and parents, visiting the new setting and extra dialogue with the new reception teachers. A booklet on the new school with photos of teachers, the buildings, classroom etc will be used in our setting.

11. How are the setting's resources allocated and matched to children's special educational needs?

- We will allocate a suitably trained and experienced key person to a child with special needs or disabilities. That key person will be supported by the SENco.
- Where funding is obtained for a child we will use the funding to make adjustments for that child and if funding allows we will employ another member of staff who will assume the role of support worker for that child.

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

- The key person in the first place will tailor support for each child according to their needs. When a child is placed on our SEN register, the SENco will put in place (with the key person) some targets and support suggestions for that child. This IEP will be shared with and contributed to by the parents. These will specify the amount of time to be spent and the frequency of this. Should the child's needs warrant further specialised support, the SENco will apply for funding to assist the pre-school in addressing the child's needs. The funding panel will assess the needs of the child and allocate funding specifying the amount available. The pre-school will have previously determined the specific support required and will use the sum of money appropriately. Parents will be part of the process of applying for funding.

13. How are parents involved in the setting? How can I be involved?

- We seek to involve all parents in our setting from the first visit until the child leaves us. We invite you in weekly for a sing along and termly for a curriculum event where you can work alongside your child.
- If you have a particular skill or hold a particular occupation, we like to invite you to share this with the children.
- We invite you to formally discuss your child's progress at least twice a year but are available daily to discuss small matters and share with you your child's successes.
- There are visits to share in and celebrations too.
- For children with needs there will be additional interaction and also more formal meetings to contribute to.

14. Who can I contact for further information?

- In the first place you are welcome to contact our administrator by phone for information. For information concerning your child please contact your child's key person who may refer your request to the SENco or to the Leader.