**Our Local Offer for Children with Special Educational Needs.**

**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?**

You can contact your GP, Childrens Centre or health Visitor if you have concerns about your child’s development .

Each child will be allocated a 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, we are here to help.

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.

On going observational assessments are made of all the children and are linked to the early Years Outcomes. This in some cases identifies individual needs.

These observations will be discussed with the SENCO (Special Educational Needs Co-ordinator) **Claire Royle** who is also the Pre School Supervisor. If your child’s key person has identified a possible concern, they will discuss this with you in private, and plan together to support your child’s learning and development.

Our SENCO will offer support and advice to your child’s key person and other staff in our setting. She can also sign post you to support groups, services and websites that will help you become more informed. She will also liaise with other professionals to seek advice and support in identifying individual needs if necessary and where necessary you will be advised of any referral services that will off further support and guidance in helping your child reach their full potential. This can only be done with your permission.

**How will you support my child?**

Before starting the Pre School you will recieve a Registration Form and a Child profile to fill in about your child, to help us to share information about your child’s strengths and needs.  
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.  
Our SENCO will explain how children’s individual needs can be met by planning support using an Individual Educational Plan (IEP) and ECAT (Every Child A Talker) action plans. We will also use the advice from the Area SENCO. She will also explain who may be involved and their roles, during review meetings.

In some cases, the Educational Psychologist will be invited to observe your child. They will provide you will a feedback meeting, where you can ask further questions. They will also provide the setting and you with a comprehensive report on your child’s development and strategies to use to assist in making good progress.

Observations, assessments and evaluations all contribute towards IEP’s and your child’s key person would oversee the identified outcomes and progress being made. This SENCO will review the plan every term.  
The Pre School Supervisor/ SENCO will maintain an overview of experiences and progress. She will work with all staff to ensure we are providing the relevant and appropriate support.  
We will work in partnership with you, reviewing the IEP outcomes, and planning new ones together, and giving 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?**

We offer a flexible settling in period. This will be discussed at your induction session. This also gives us the chance to get to know you and your family, and provides the opportunity for you to share with us details of your child’s needs and the involvement of other agencies, and agree with you a consistent approach to ensure the continuity of care for your child.

We will meet with other professionals e.g. health care professionals to put in place transition planning/health care plan, 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 would invite your child’s new key person/teacher and SENCO to attend sessions with your child to help them become familiar with them and to discuss your child’s transition requirements.

We will hold a transition meeting at your convenience, to plan transition for your child into their new setting, we will create an IEP’s, and minutes of review meetings along with any other information that may be relevant to your child.

**Who can I contact for further information?**

Your child’s key person is your first point of contact if you would like to discuss your child’s needs, although the supervisor and the other Pre School Assistants will also be available. 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, children’s centre staff, and the inclusion officer for our area, and can access support from the Area SENCO, and Early Years Quality Support officer with your permission.

If your child’s need has been referred to a specific team, such as the Autism Outreach Service, we will support you in accessing support from them.

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 displayed in our policy folder. Ofsteds contact details are also displayed on the foyer noticed board.

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

Our committee is responsible for enabling the Pre School Supervisor to create inclusive practices, ensuring policies are in place and up to date, staff are able to attend relevant training and that staff meetings take place to explore SEND and inclusion issues. They also promote our open door policy, to ensure that we are welcoming and respectful for all.

**How will I know how my child is doing?**  
Assessment systems are in place such as the 2 year old check, an initial review of progress will be held within the first 6weeks of attendance; this will focus on the three prime areas of learning and development and with include feedback on speech and language. Thereafter, you will receive regular termly review sessions with your key person.

If your child has an IEP, review meeting will take place every 8-12 weeks. You will receive regular documentation that summaries progress that is being made.

We encourage parents to stay and help, as part of our duty rota. You see your child in the context of our preschool, and social events throughout the year help you to build relationships with practitioners in the setting.  
Our open door policy means that you are always welcome to tell us how your child is doing on a daily basis, and provide ongoing two way communication between us. Telephone calls can be used if parents work and are unable to bring/collect your child from preschool. We also send out news letters half termly, to keep you up to date with what is happening in preschool.

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

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach for your child to feel welcome 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, and our happy children at preschool are 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 ‘Time lines’ to help them to understand our routines. Flash cards are also available for your child to express how they are feeling about a particular activity/event, and the book corner provides a cosy area that offers a retreat, if your child is tired, or needs some time to themselves.

**What specialist services and expertises are available at preschool?**  
All staff have accessed child development training at level three The supervisor has obtained an Early Years Teaching Certificate.  
Staff have accessed specific training on ECAT- national strategies on speech language and communication. Training has been undertaken around Aspersers Syndrome and ADHD. All staff has received Makaton training and with over 60 years of combined service, we have experience in supporting children with a range of additional needs.  
Our SENCO attends termly cluster meetings to keep up to date with the latest information and news.

**How will you help me to support my child’s learning?**  
Your child’s key person and SENCO will discuss with you, at your child’s IEP review meetings, 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 identified needs, we will work with the team, supporting your child and explain to you how we are acting on advice given by them to support your child.  
We will discuss with you on a daily basis at drop off and collections times, how your child is doing on that particular day, which enables you to let us know about any new information we may need to have.

We will also sign post you to organizations and services.

**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, to register your child at our setting. The child’s strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly.  
You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in our setting and reviewing progress toward these targets at ILPP review meetings.  
Your permission will be sought before involving outside agencies, and you are able to volunteer to help in sessions if you like.

**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 other professionals who are involved. We offer a flexible settling in routines 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 linked to the EYFS ages and stages of development. Targets will be set on ILP’s if necessary to support the learning and development of your child. This enables planning for individual needs and learning goals.  
Your child’s key worker 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 will ask for copies of assessment from other professionals before your child starts, and advice from the Area SENCO will be sought with your permission and if necessary.

**What training have the staffs supporting children with SEND had or are expected to have?**  
Our SENCO has completed SENCO training, and attends termly SENCO cluster meetings, and relays this information to other staff at staff meetings.  
Staff training records are held on file, and relevant training can be viewed on request to the Pre School Supervisor.

**How will my child be included in experiences away from the setting?**  
We will endeavour to include parents in the planning of visits off site to identify the strengths and needs of your child. We can prepare a photo book for 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 parent 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 members who speaks English, or if possible arrange for an external interpreter.  
We have a digital photo frame to show what we have been doing that day, as well as our notice board listing our activities.  
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 for parents.

**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 STC, and funding can be applied for to support your child in our setting if required. We also budget to provide for resources such as a visual time table.

**How is the decision made about 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 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 funding process will identify the level of need based on the evidence submitted by the setting and other professionals who are working with you and your family to support your child.  
Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.  
The Area SENCO or the Early Year Advisor or other professionals working with our SENCO will support the decision making process to planned targets on the ILP. The ILP 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 our SENCO Laura**