

## **SEND Local Offer**

### **Yaxley & Mellis Pre-School**

#### **OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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

#### **How does Yaxley & Mellis 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 Yaxley & Mellis 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 Lead SENCO (Special Education Needs Co-ordinator) **Zoe Wright**.

**We have four accredited Special Educational Needs trained members of staff.**

**Zoe Wright, Allie Turner-Clay, Rosie Gooderham & Anna Norton**

The children are always at the heart of everything we do.

Reports from health care professionals, such as health visitors, 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.

Ongoing 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. 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 will offer support and advice to your child's key person and other staff in the setting and will also 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 Area Senco and Early Years Advisory Team with your permission.

#### **How will you support my child?**

Before starting at Yaxley & Mellis Pre-School we will invite you to an induction taster session. You will also be asked to attend the initial sessions with your child. This is part of our '**Key Person and Settling In**' Policy and Procedures, and is highly successful for all concerned. Parents and children can find this transition very scary and to relieve anxiety we want you to get to know us first. You and your child will relax once you have got to know us and the settings routines and boundaries. This time also helps us to build a picture and gain

further information about your child, gained via their Holding Form, of additional needs/requirements prior to them starting with us, so we can ensure we have everything in place, and any training required, accessed or booked.

We will ask you to complete an 'All About Me' booklet about your child. This will help us to gain information about your child's strengths and needs. At the induction session(s) you will be able to discuss with Zoe Wright our Lead SENCO Co-ordinator any concerns or requirements your child may have.

We will work with you to support your child together, listening to you and your child. Our SENCO will explain how children's individual needs can be met by planning support using an Individual Educational Plan (I.E.P), and advice from the Area SENCO .She will also explain who may be involved and their roles.

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

These are always available for you to view and comment on. They are locked away securely after session, in your child's personal file.

Your child's key person will be in the sessions your child attends, fostering a relationship with and understanding your child. The Lead SENCO 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 support their development.

Your child's key person will maintain an overview of experiences and progress and the Lead SENCO 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 targets, and planning new ones together, and give ideas to use at home to support your child.

The children will have, 'Child Friendly Play Plans' and targets that they can work towards. Giving the children a voice and involvement in their own development.

See also policy and procedures – **Supporting children with Special Educational Needs & Valuing Diversity and Promoting Equality.**

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

We will get to know about your child before they start and through ongoing observational assessments. Targets linked to the Early Years Foundation Stage ages and stages of development will be set on IEP's to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to the IEP, they will have a Tapestry Online Learning Journal; this will contain 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's 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 before your child starts, and advice from Area SENCO will be sought, if necessary, with your prior permission.

Zoe Wright 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 are involved in planning their next steps, consultations, helping with taking responsibility for their setting.

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

### **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. If there are significant emerging concerns, or an identified educational need or disability we will develop a targeted plan to support the child's future learning and development, involving parent carers.

Parent Interaction days allow you to stay and see how your child is developing in the setting. They also enable you the parents an opportunity to build relationships with others within the setting and our regular events throughout the year help you build relationships with practitioners in the setting.

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

We have daily opportunities when you are welcome to tell us of your child's progress and gives opportunities for two way communication between us.

Newsletters are on our website and information is displayed in main hall and entrance area. Notices are put up on front door with what is happening at preschool and a list of learning intentions and activities are displayed enabling you to further support your child's learning. Visual timetables help children to understand routines.

### **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. All our staff hold a current paediatric first aid certificate. 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 Care Plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Health Care Plans are reviewed regularly. Should your child require regular prescribed medication then you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our **Administering Medicine Policy**

We have had experience of children with serious allergies. Staff have supported children who have been at risk of allergic reactions and have kept Adrenalin injections (Epi-Pen) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) on site. **Managing children with Allergies or who are Sick or Infectious Policy.**

Staff have also dealt with serious cases of eczema and have applied medication, such as creams and eczema friendly soaps when assisting children to wash hands.

We have also had experience of children with delayed physical development such as learning to walk; these children used walking frames and wheel chairs.

Helen Potter, Lou Johnson & Anna Mallinson are our Designated Health & Safety Coordinators, Allie Turner-Clay provides all our parents with the necessary forms, following their child's induction. Staff are vetted and a vigorous recruitment process is in place.

Zoe Wright(Lead) Rosie Gooderham & Allie Turner-Clay are our Designated Safeguarding Persons, who attend regular conferences and training.

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 cosy corner is welcoming and provides a quiet area 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 **Positive Behaviour Management Policy** and will work with you and your child to provide a consistent and planned approach to improve behaviour. Zoe Wright and Rosie Gooderham are our Designated Positive Behaviour Coordinators.

For further details, please see our Policy.

Policies and Procedures are available for parents to view freely in our policy folder located in the lobby and website.

### **What specialist services and expertise are available at or accessed by Pre-School?**

#### **We have four Suffolk Accredited SEN members of staff.**

All staff are experienced working with the Early Years age group and understand Child Development. Some staff have accessed specific training on Positive Behaviour Management, Autism Awareness, Epi-Pen, Makaton and lots more. Please ask to see our staff training folder located in our lobby.

We attend regular training and have worked with children on the Autistic Spectrum, Sight and

Hearing Impairments, Cerebral Palsy, Down Syndrome, speech and language difficulties and ADHD.

We have experience of working with children with English as an additional language and seek Bi-lingual support, when necessary. The setting endeavours to cater for children from other cultures and religions and has some multi-cultural resources within the setting. We value and respect others beliefs. Visual supports such as photo's and visual timetables are displayed.

All children made very good progress within our setting and were happy and well catered for.

We have links with our local Children's Centre and can sign post you to support which is available through them.

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

The Area SENCO aims to help Early Years and Childcare practitioners provide the best possible experience for children with SEND at preschool. The team will support practitioners in meeting children's individual needs through offering home advice, observing individual children in the setting. Suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.

Parental agreement will always be obtained before the Early Years Advisory team become involved with any individual child. They will support the preschool in working together with other agencies that may already be involved with a child.

All staff regularly attends training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. Further training will be sought and accessed to support an identified SEND. Our Special Educational Needs Co-ordinator (SENCO) attends specific training to ensure that she is aware of issues around special educational needs and has the opportunity to discuss strategies with other professionals in this field.

### **How will my child be included in activities outside Pre-School including trips?**

Parents are advised by newsletter, and email of forthcoming events. 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 trip.

A risk assessment would be carried out prior to the visit, SEND would be considered and discussed with the relevant parents. If the parent of a SEND child cannot attend, then a qualified member of staff will stay with the child at all times, a parental consent form would need to be completed prior to the trip.

Any medication currently being administered to any child would be taken along with us, along with our First Aid kit, mobile phone, register and parental contact details.

### **How accessible is the Pre-School environment? (Indoors and outdoors)**

We have a large open plan room, and enclosed garden area; the main access has a very slight slope and is accessible for wheelchairs; one disabled toilet with rail, with dedicated changing facilities. Wide access doors and double doors open out onto our enclosed garden, where the pathways are all on one level.

We have large facilities and our environment can be adapted to allow easy access and movability. Our toilet access is level and there is disabled parking space on the road side which we share with the adjoining primary school. If the parking space is occupied, permission will be granted for the parents to park in the staff car park.

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

Signs and posters around the setting are used with pictures helping children identify equipment and play areas. We have displays at child height, to make them more assessable, for the children.

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 for parents in our lobby, and on our website.

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, by our SENCO/Team Leader Zoe Wright and Allie Turner -Clay (Ofsted Nominated Person). We have a poster in the lobby with daily activities which are freely available for the children to engage in.

### **How will the 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 they will be an opportunity to discuss any requirements. These sessions give us the chance to get to know you and your family, and provide the opportunity for you to share with us details of your child's needs and the involvement of other agencies, and to agree with you a consistent approach to ensure the continuity of care for your child. Photographs of the staff will be available for you to take home to enable you to talk to your child about who the people are etc.

We have a well prepared 'Key Person and Settling In Policy'. This has been used for several years and not only builds firm relationships with all concerned, it prevents separation anxiety. We offer a flexible settling in period, should your child have difficulties settling in. Each child is individual.

When transferring to another setting or moving on to school, the preschool will invite the Key Person/teacher and SENCO to attend your child's sessions at preschool 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 when and where possible.

We have very good relationships with our Feeder schools and professionals within our area. We have an excellent reputation with our local community.

Your child's Learning Journey, IEP's 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 Area SENCO and Early Years Advisory Teacher have been involved they will also help with the transition to school.

### **How are Pre-School's resources allocated and matched to children's special educational needs?**

A dedicated budget is available every year to train staff in the areas we believe need strengthening and Inclusion Funding can be applied for to support your child in our setting, if required. The Children's Centre in Eye offers us a Lending Library of toys, Sensory Equipment and Topic Boxes.

We have excellent facilities and resources within the setting. Children can enjoy using our specialist equipment microphone system, touch screen computer and visual impaired keyboard. We have a selection of ethnic dolls, puppets, musical instruments and books. Our garden has raised flower beds. Our tables have adjustable legs. Our Persona dolls Benji and Justin, visit the setting, to talk about their travels and experiences.

### **How is the decision made about what type and how much supports will my child receive?**

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

Extra support will be put in place if necessary.

Ongoing partnerships with you, other professionals – including Area SENCO if they are involved, and ourselves will support the decision making process. Together with our SENCO they will support the decision making process to planned targets on the IEP'S. The IEP 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 will give advice on meeting your child's needs within the preschool 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 knows your child's strengths and needs, and how to support them.

### **How are parents involved in Pre-school? How can I be involved?**

The best way to be involved in Yaxley & Mellis Pre-School is to become a committee member.

Yaxley & Mellis Pre-School is an unincorporated association whose membership is made up of parents of children attending the pre-school and the staff. Our annual general meeting (is usually held in the Autumn Term), the members vote in a committee. The committee are volunteers usually parents who are not remunerated for their time. You are welcome to become involved in fund-raising for the pre-school.

We value parent carers being involved in the pre-school. Parent carers can come into the setting, to see their child in the learning/playing environment at any time. It also gives you a chance to talk to your child's key person and watch your child play in a different environment. We have Open Evenings, Formal and Informal Consultations.

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.

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

The pre-school SENCO/ Team Leader and or your child's key person are available in sessions, if you would like to discuss your child's needs. Parents are also welcome to arrange a meeting before or after their child's sessions, with Zoe or their child's key person.

Parents can email or telephone Zoe directly, with any concerns or information if they are unable to come into setting. Email-[contactus@ympreschool.co.uk](mailto:contactus@ympreschool.co.uk) **01379 788458**