

St. Mary's Pre-School Playgroup

SEND Local Offer

Local Offer – Special Educational Needs & Disability (SEND)

The purpose of the local offer is to enable parents/carers to see clearly which services are available to support children with SEND in our setting and the procedures they can follow if they have any concerns about their child's development. The following questions and answers form our local offer and show how we provide for children with Special Educational Needs and Disabilities.

St. Mary's Pre-school values the abilities and achievements of all children and is committed to providing the best possible opportunities and environment for their individual learning and development. To enable us to do this effectively it is vital that we work in partnership with parents/carers as they are the child's main educator.

How does St. Mary's Pre-school know if children need extra help and what should parents/carers do if they think their child may have SEND?

At St. Mary's Pre-school each child has a named key person, whose role is to develop a caring and trusting relationship with each child. Your child's key person will be continuously planning for your child's individual development through observations, assessments, completion of early years speech and language development charts, input from families and other professionals, which are linked to the early years foundation stage (EYFS): Development Matters: ages and stages of development. By doing this effectively it enables key persons to identify individual needs and these are shared with parents/carers and other professionals working with your child, so together we can support your child's learning and development.

If a parent/carer is concerned about their child's development they can request a meeting with their child's key person in private, who will offer support if appropriate or may seek advice from our setting SENCO (Special Educational Needs co-ordinator). Kay Wallace is St. Mary's Pre-school's Senco. She can offer advice and support to key persons and parents/carers, or may liaise with other professionals to seek advice on how best to support your child's individual needs.

How will I be involved in planning for my child?

When your child's key person has completed written observations, 2 year old check and Early years speech and language development chart, you will be offered an appointment to discuss your child's development and wellbeing. Parent/carers are encouraged to be actively involved in contributing to their child's 'Record of Achievement' file. We have a range of resources available in order for you to do this such as 'wow stars', 'parent observation' sheet, homework ideas and activities.

The current planning for the term ahead is available on our website and a parent information poster is displayed in the foyer each week. We hope this will keep you informed of our learning intentions so the children can be supported and extended at home.

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

When a child starts at St. Mary's Pre-school, they are assigned a key person. You will be offered an introductory day where you will meet with our managers Jo & Gina as well as meeting your child's key person. During our settling in process you will be given a "All about me" sheet to link home and school in which both the key person and parent's carers can make observations and comments. The key person will also explain their role within the setting and talk to the parents about the child's likes/dislikes and answer any questions that they may have. Kay Wallace is St. Mary's Pre-schools trained SENCO and can also be present to offer any further advice and support. During these sessions any relevant documentation will be completed/checked with the parents/Carers i.e. Registration form and 'all about me forms'. This helps to identify the children's needs/interests and if any other professionals/agencies are involved with the child and if additional support or EYLP and/or care plan is needed.

When a child leaves to go to a new setting or move on to school, St. Mary's Pre-school, with the parents' permission, will communicate with the new setting prior to the child leaving and will pass on any relevant documentation. St. Mary's Pre-school invite professionals and teachers from other settings and schools to come and make contact/observe the child in the nursery as a starting point in building new relationships to ensure a more positive transition for the child. The Key person and/or the SENCO from the new setting/school are invited to attend a transition meeting with the key person and/or SENCO from St. Mary's Pre-school and the child's parents/carers, when necessary.

Who should I contact if I have concerns about my child's development?

The first point of contact is the child's key person and parents/carers are also welcome to make an appointment with St. Mary's Pre-school's SENCO to discuss any concerns. St. Mary's Pre-schools' SENCO or manager will be able to offer advice and will be able to signpost parents/carers to other professionals and/or services that may be able to help e.g. Health Visitor, Children's Centre, drop in clinics

How does St. Mary's Pre-school adapt the environment, routine and activities to meet children's needs?

The environment, routine and activities at St. Mary's Pre-school will be adapted where possible, to meet a child's individual need. We would work together with the child's parents/carers and other professionals on how to best adapt the environment, routine

and activities to meet the child's identified needs. St. Mary's Pre-school's staff use visual strategies, to help children in the daily routine such visual time table and choice cards. If it is identified a child would benefit from particular equipment, then we would seek advice from our area SENCO. If it is identified that a child would benefit or needs additional support i.e. one to one, then St. Mary's Pre-school, with parental consent, will apply to local authority to access additional funding to enable the support for the child.

How will I know how my child is developing?

There will be opportunities for planned time to establish relationships between parents, children, the key person and/or St. Mary's Pre-school's SENCO as part of our induction to the setting. We have in place an assessment system for all children such as ongoing observational assessments, two year old progress checks and ongoing termly summary assessments. Each method of observation and assessment is linked to the EYFS ages and stages of development. Each child also has a Record of Achievement file which is accessible to parents/carers on request.

If at any time you wish to make an appointment to discuss your child's development this can be arranged by talking to your child's key person. The SENCO can be present at this meeting if required.

On a daily basis we provide a communication book for our younger children so that parents / carers can share which activities their child has been involved during the day. Telephone calls and emails can be used to communicate with parents/carers if preferred. We have a contact page on our website which enables parents/cares to ask questions or make contact if work or other commitments makes attending appointments in person difficult to arrange.

What support does St. Mary's Pre-school offer for my child's physical, social and emotional development?

Transitions into the Pre-school are carefully planned around the needs of the child. The staff approach is inclusive, positive and welcoming to all. On entry to the setting we provide parents/carers with an admissions policy, Safeguarding policy, SEN policy and code of practice. 'All about me' forms are given to parents to complete to help practitioners meet the individual needs of the children. Policies are shared with all staff and parents/carers and a copy is available at all times in the reception area.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is used. The key person builds relationships with child and family and they provide personal care respectfully to all children.

During every session visual time tables and choice cards are used to support children in understanding routine and making independent choices. Children are supported to manage their own personal care and manage risks for themselves through the role of their key person. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. The Area SENCO, if required, will support the settings - SENCO and key persons. St. Mary's Pre-school works closely with other professionals who can provide support for children and their families, we liaise with professionals from children's centres, outside agencies such as occupational therapists, sensory inclusion service, and speech & language therapists

Who else do we work with?

At St. Mary's Pre-school we work closely with our Area SENCO, occupational therapists, sensory inclusion team, speech and language therapists, and early years advisors. St. Mary's Pre-school will seek advice or arrange an appointment with other outside professionals/agencies, if it is in the Child's best interest and parents/carers give permission.

What expertise does the staff have of supporting children with SEND?

St. Mary's Pre-school's team are all qualified in early years and as part of their qualification they would have accessed child development training. The staff receives on-going training in the early years through in-house training, local authority training and training from independent organisations. All the staff are first aid trained and some have attended 'Communicating Matters' courses. We have one member that is SENCO trained. We also have another staff member who is trained in Makaton (level 2). The SENCO also has training and experience in identifying and supporting autistic spectrum disorders and behaviour management. Staff deepen their knowledge and practice by working closely with professionals/other agencies that work with the individual children including those that come into our setting to support both the child and ourselves.

How will you help me to support my child?

St. Mary's Pre-school have communication systems in place, for example daily diaries for the younger children when they first start, parent/carer open days, informal parent/carer meetings, daily conversations with parents/carers when they drop off or collect their child, newsletters and through the website. At St. Mary's Pre-school we communicate with the parents/carers in several forms for example phone calls, email, face to face, letter. Children's Record of Achievement files are available for parents/carers to contribute to or look through upon request. All full written observations also include ideas on activities that can be done in the home to help the child achieve their next identified step. If your child has a particular identified need the setting will work in partnership with parents/carers and other professionals/agencies

that are involved to jointly complete an Individual Education Plan. This ensures parents/carers understand the process, the support that their child requires and /or will be receiving and the role of other professionals/agencies that are or will be working with the child and family.

The Local Authorities Local Offer can be found on the Bromley MyLife website: <http://bromley.mylifeportal.co.uk>

direct link: <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx#.Vo6v8Zc2rIU>