

Oldland Pre-School

SEND Offer

January 2023

This Offer enables parents/carers and young people to see more clearly what services are available for those with SEND in their local area and how to access them.

1. How does the Pre-School know if your child needs extra help and what should you do if you think your child may have special educational needs?

At Oldland Pre-School we know which children need extra help because staff meet regularly with each other and with the SENDCo to discuss any concerns they have about the learning or well-being of individual children. The progress of all children is carefully monitored in order for us to highlight children who are not making expected progress. We are then able to plan appropriate support.

At times a child's family may need some extra help, we will do all we can to offer support. Where appropriate, we can organise other agencies to help us to support your child eg, Speech and Language, Paediatrician. Where more support is needed we can organise a team of people to support a child or their family known as 'Early Help assessment plan' (EHAP).

If you as a parent/carer have concerns about your child's progress your first point of contact would be your child's key person to discuss your concerns and plan next steps. This could result in further discussion with our Special Educational Needs Coordinator (SENDCo) or Manager.

2. How will Pre-School support my child and how will it communicate to all staff that my child has special education needs or a disability and the support he or she will need?

Each key person is responsible for the progress of all their allocated key children, but there are times when some children need additional support to help them. This can occur at any time during their time at Pre-School. The support they receive will be dependent on their need and can be provided by different people such as a child's key person or specialist services. For many children, a short amount of time with additional support will allow them to catch up with their peers but for others with special educational needs or disabilities, the extra support they receive will be needed for a longer period of time, or the whole of the time they are at Pre-School. Your child's key person is responsible for planning the additional support that they need and this is overseen by the SENDCo.

The extra support your child receives will be explained to you through meetings. For children with Special Educational Needs or Disabilities parents/carers are invited in to discuss and review their child's **support plan**. These meetings take place on a regular basis.

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

All activities are differentiated to meet the range of abilities in a group. This includes providing individualised learning opportunities/experiences for children with particular needs. This can include supporting your child on a one to one or small group basis with additional adults.

In addition to this we aim to provide children with physical resources suitable for their needs and/or developmental stage making activities accessible to all children.

4. How will both the Pre-School and I know how my child is doing and how will they help me to support my child's learning and development?

Parents and carers are invited to discuss their child's progress with their child's key person. Additional meetings with the SENDCo can also be arranged. Every child has a parent contact sheet in their Learning journal, where shared information is recorded as appropriate, a key person may also suggest having a communication book.

Parents of children with an support plan are invited to regular meetings to review the plan, discuss progress and plan new targets. Parents of children with a statement will be invited to the annual review meeting and will be given the opportunity to provide a report which will be discussed at the meeting.

We encourage you to support your child by attending the meetings which provide you with ways of supporting your child at home in a similar way we are at Pre-School.

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

We feel that supporting your child's well-being is our most important job and it is implicit in all our learning and development. We endeavour to make each, and every child and their family feel welcome. We believe the development and support of the whole child is vital to successful learning and progress.

We provide a clear, structured behaviour policy and anti-bullying policy, which are followed by the whole Pre-School. We have clear safeguarding procedures and policies, and all staff have regular training. For children who are having problems with settling and making friendships we provide extra support to help them to join in with play.

We encourage all children to be as independent as possible within their limits. Children with medical needs have an individual care plan, which is written together with parents/carers, outside agencies and school staff.

6. What specialist services and expertise are available at or accessed by the setting and how do you all work together?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by our Pre-School include:

Educational Psychology

Behaviour Support

Speech and Language Therapy

Physical and Sensory Support Service (Hearing Impaired Service and Visually Impaired Service)

Occupational Therapy

Physiotherapy

Portage Team

Child and Adolescent Mental Health (CAMHS)

Social Services

Early years Inclusion Team

7. What training has the staff supporting children and young people with SEND had or are they having?

The Manager is the Continuing Professional Development co-ordinator and ensures all staff have the skills they require for supporting pupils with their learning.

Appraisals are carried out and training is provided for individual members of staff or the whole staff when appropriate.

Paediatric first aid training is undertaken by all staff members and specialised training completed to support pupils with medical care plans.

8. How will my child/young person be included in activities outside the classroom.

We believe in involvement of all children, and we work hard to ensure any child with SEN & D can access the activities provided. This would be in line with their needs and Education Health Care Plans or IPPs already in place. Where an outdoor activity is planned a risk assessment would be carried out and any special requirements are taken into consideration and planned for. Where there is a physical disability or specific dietary or medical requirements these will be discussed in full with you and relevant provision will be put in place. Where necessary an additional adult will be assigned to your child to support them with their specific needs.

9. How will the Pre-School prepare and support my child/young person to join the school, transfer to a new setting/school or for the next stage of education and life?

When a child with Special Educational Needs who has attended another setting is joining our Pre-School we will talk to staff from that provision and if possible visit your child there. We will also meet with you and when necessary, agencies already involved, finding out how we can best support and meet the needs of your child.

The SENDCo for Pre-School and the allocated key person may also make a home visit and provide you and your child with a booklet that has photographs of key staff and places.

We have good links with the local primary schools and ensure a strong robust supported transition is in place. Throughout their time with us and especially in the final two terms before they transfer to primary school we prepare children for the changes. This is achieved by meeting with the primary school staff to talk about the individual needs of each child and strategies we have used that have worked for us. For those children who would benefit from extra support for their transition these children will be supported by their key person and/or the SENDCo for the Pre-School. This will include additional visits to the primary school, photographs, and additional props for their play.

If your child has a **Education Health Care Plan** the SENDCo from the primary school will be invited to the Annual Review meeting to begin the transition process.

10. How accessible is the Pre-School environment?

We are based in a single storey building that is fully accessible to all.

Our toilets have low level toilets alongside full size toilets and low level sinks.

Our staff and trustees are quick to make changes to the site for children with a specific need when necessary wherever possible.

11. How are the Pre-School's resources allocated and matched to children's/young people's special educational needs?

Our Pre-School receives no additional monies for children with Special Educational needs and disabilities (SEND) from the local authority unless we claim for inclusion funding, which can be awarded if there is written evidence that the child needs cannot be met without additional funding. The needs of all of the children in the school with special educational needs and disabilities are considered when a child attends. Some children who have SEND need specialised equipment which we sometimes can borrow from outside agencies, and on occasions will meet the cost ourselves. The trustees and SENDCo review any request for spending to ensure it is used in the best way to support children with SEND. Each year needs differ, and we provide equipment appropriately. In a case where a child has complex needs, and/or needs higher levels of support to access learning we will submit a EHCP referral to the local authority requesting an assessment of the child's needs/disability.

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

Key persons use formative and summative assessment to find the gaps in children's learning. Decisions about support are made when a child is demonstrating that they are performing below age expected levels.

Meetings take place with the key worker and the SENDCo where individual pupils are discussed and support strategies are put in place.

You, as parent / carer will also be involved through initial discussions and regular updates. Decisions will be made following discussions with SENDCo, parents, key person, and appropriate outside agencies.

Meetings to discuss progress and review IPPs will be held up to 6 times a year.

13. How are parents involved in the Pre-School? How can I be involved? How will you build on your equal partnerships with parent carers?

We believe it to be important and want to work in partnership with parents welcoming your involvement. We invite and encourage you to attend the information meetings and reviews. Your child's allocated key person is your first point of contact and information can be passed to her or questions can be asked at the beginning or end of each day.

We have an active committee and they always welcome new members. We also welcome parents to come and offer their help in Pre-School.

14. Who can I contact for further information?

Your main point of contact would always be the key person and then following this you may need to speak to the SENDCo/Manager, who can advise you of relevant information and support groups.