

Fish and Bricks Pre-school

SEND Local Offer

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

We take observations of your child which are recorded by his/her keyworker in their learning journals and the next steps in their learning journey are then identified in collaboration with you. We provide opportunities in our planning process to enable your child to achieve their identified individual next steps.

If your child does not appear to be making the expected progress or there is a concern that they are not achieving the developmental norms, the key worker may refer to the setting's SENCO and, after consultation with yourself additional strategies may be put in place. We may refer to the guidance available on the West Sussex web-site and if the area of concern is around communication, the Key person will use the Speech and Language Monitoring Tool to check progress.

If the setting feels that additional support is needed to meet the child's needs we may also ask for your consent to contact external agencies e.g. the Health Visiting Team or to make a referral for targetted inclusion support from WSCC Early Childhood Service, the Speech and Language Support Service or the local Children and Family Centre.

Key workers are encouraged to build good and open relationships with the parents/carers of their specific key worker children. If you have a concern about your child you can discuss it with your child's key worker, the Manager or SENCO. We may sign post you to external services e.g. Speech and Language Therapy drop-ins or the local Children and Family Centre.

If your child has been identified with specific needs, we would encourage you to visit the setting to ensure that it is the best place to meet their individual needs and enable us to discuss the potential strategies, help, support, resources and adaptations needed to support those needs.

2. How will early years setting staff support my child?

Your child is assigned a key worker who has specific responsibility for working with you to produce the next steps on their learning journey. If your child is identified as needing additional support or more specific interventions you will be asked to complete a One Page Profile for your child identifying their strengths, what is important to them and how they can best be supported in the Setting. An Individual Plan identifying the "desired outcomes" your child wants to achieve and the specific support and strategies to be put in place to support him/her, will be drawn up by the SENCO and keyworker in liaison with yourself and incorporating any advice from external agencies.

If your child has specific medical needs the SENCO will also liaise with you to complete a health-care plan.

We may carry out a risk assessment to ensure the safe inclusion of your child in the setting.

Individual plans, health care plans and risk assessments are regularly reviewed and updated by the SENCO in consultation with yourself and any external agencies working with your child.

If the Setting receives Targetted Setting Support from the Early Childhood Service they will visit to observe your child, to meet with yourself and recommend strategies to be implemented by the Setting. They will then visit to monitor the implementation of the strategies and your child's progress.

If your child needs additional adult support to be fully included in the setting, 1:1 support will be given when required to meet their specific needs. The Setting will, where necessary seek funding to provide that adult support.

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

All members of the staff team take observations of all children which are then fed into Learning Journals maintained by key workers and help to assess the next steps in their learning journey. Your child may also have an Individual Plan, identifying their desired outcomes with strategies to support their achievements. Your child's next steps are taken into account in the planning process and activities, experiences and resources are provided to encourage and support them to achieve them. Where necessary we will endeavour to adapt these activities and resources to enable your child to access them. We may borrow equipment from external agencies e.g. the Toy Library, the Sensory Support team or Portage to support your child. The Setting may also be able to apply for a bursary towards the purchase of specialist equipment for your child. If your child is in receipt of DLA the Setting will apply for Disability Access Funding which will be used to support your child in accessing the curriculum by e.g. purchasing equipment.

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?

Your child's progress will be monitored by observations and whether they are achieving their identified next steps. Your child's key worker or the SENCO will regularly share and ask for your contribution to Next Steps in Learning sheets, learning journals and Individual Plans. If the Setting is receiving Inclusion support for your child from the Early Childhood Service or the Speech and Language Team they will observe and provide feedback on your child's progress to staff and to you.

If relevant, your child's key worker will carry out a Two Year Progress check. This will be shared and discussed with you and Next Steps agreed together. As part of the Integrated Two Year Check Programme the review may be carried out jointly by a Health Visitor, the key-worker and yourself.

Your child's key worker, the SENCO and Manager are always available to meet with you. A home/school book may be used to communicate things that have happened at nursery or home. There is a board in the parents waiting area which indicates some of the activities planned for the session.

You will be asked to complete and regularly update "All About Me" sheets for your child. You are welcome to spend a morning at pre-school with your child or to share any skills or interests which you have.

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

Our practitioners provide a consistent welcoming and caring approach to ensure a safe and secure inclusive environment for your child. We can be flexible in our routines to meet your child's needs including personal care.

If your child has specific health needs you will be asked to complete a health care plan and staff will be given the appropriate training to deal with any specific needs. If your child requires medication you will be asked to complete an Administration of Medicines Authorisation.

We are aware that some kinds of undesirable behaviour may arise from a child's additional needs. We would aim to work with you with reference to our Behaviour Management Policy to provide a consistent and planned approach to manage behaviour. Our policy folder is available in the parents waiting area

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

Whilst we do not offer specialist services, these and other expertise may be accessed according to the needs of your child and may include Targetted Setting Support from the Early Childhood Service, Health Visitors, Speech & Language Therapists, Child Development Team including the Specialist Health Visitor, Community Paediatric Nurse, Sensory Support Team, Physiotherapy, Occupational Therapy, Portage, Children and Family Centre, Social Care and Educational Psychologists.

7. What training are the staff supporting children with SEND had or are having?

Individual staff have undertaken a wide range of training including courses on speech, language and communication; "Say it and Sign it"; Positive behaviour; Emotional and social development; ASC; English as an additional language. The SENCO regularly attends SENCO network sessions.

We are willing to access training tailored to meet your child's specific individual needs. In the past, for example, we have accessed training about using PECS, caring for Mickey Buttons and training specific to a child on the ASC. A high proportion of the team have current training in Paediatric First Aid.

8. How will my child be included in activities outside the early years setting including trips?

We encourage all children to participate in trips. Prior to the trip we will discuss with you the best way for your child to access the activity. We will carry out a risk assessment and additional adult support will be provided if required.

9. How accessible is the early years setting environment? (indoors and outdoors)

We use a number of rooms and most are wheelchair accessible. We have access to a toilet with facilities for the disabled. There is a step inside our main room which has a grab rail. We are happy to work with you and other professionals to make adaptations and source specialist equipment to assist your child. We use visual timetables and other visual clues to support all children in the setting. We encourage everyone in the setting to use signing.

We have had an audit carried out by the Sensory Support Team and many of the recommendations have or are being put in place to support a child with a visual impairment.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

We encourage you and your child to visit the setting prior to starting to discuss how we can support your child's needs. This may also include a meeting with a member of the inclusion support team from the Early Childhood Service and accessing specialist equipment or resources or additional adult support for your child or specific training for staff. With your permission the SENCO will liaise with any other professionals or settings working with your child and make a home visit. If required we can provide photographs of the setting and you may be asked to provide an "All About Me" booklet. On transition to school we will liaise with you and the school to arrange the best transition to school. This may include additional visits, teachers from the school visiting the setting, photographs in a transition booklet from the school.

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

We may be able to apply to West Sussex County Council for funding to enable us to provide additional adult support for your child when required. We may also apply for bursaries to enable us to purchase specialist equipment or access training. We are able to borrow some specialist toys from our local toy library.

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

Initially the SENCO will meet with you to discuss your child's needs and the support needed. This may also involve an Early Years Advisor and liaison with other specialist professionals. Once a child has started, strategies and then individual plans will be put into place. These will be regularly reviewed and monitored.

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

We have an open door policy and encourage all carers to be involved in the setting. This might be as part of the Friends of Fish & Bricks Committee or as a volunteer helper or perhaps sharing a specific skill or interest. You will be involved in determining your child's next steps and providing information about your child in All About Me, One Page Profiles and home/school books. We value your comments in our annual survey and Comments and Suggestions book.

14. Who can I contact for further information?

Debbie McDonald, SENCO, Fish & Bricks Pre-school - 0779 166 2578

Janie Rogers, Manager, Fish & Bricks Pre-school 0779 166 2578