



Little Explorers Pre-school

Reference No EY492319

Our Local Offer for Children with Special Educational Needs and Disability. (Send)

Little Explorers Preschool Special Educational Needs and Disability (SEND) Preschool has:

1. A designated Special Educational Needs Coordinator Stephanie Hancock
2. A Special Educational Needs Deputy Jade Cullinan
3. A person in charge of child protection – Helen Moorefield (Director /Manager)
4. A deputy of child Protection – (Teresa Moxham)

The first point of contact should a parent wish to discuss their child's Special Educational Needs is with the child's key worker followed by the SEND Co-ordinator Stephanie Hancock and Jade Cullinan. Any Concerns can also be raised with the Director/Manager (Helen Moorefield)

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?

At Little Explorers Pre-school we ensure each child has 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 you can ask for a time when you can discuss this in private with them or with the child's key person, or Manager.

If you have reports from other health care professionals, such as Health Visitors, Speech and Language Therapists, identifying your child's individual needs. We welcome parents and other professionals to share these reports; this allows Little Explorers Pre-school to plan appropriately to meet each individual child's needs.

Intervention

Little Explorers Pre-School will provide a range of Social Skills strategies to enhance children's development and self esteem.

- Children are given time to talk.
- Small group games to enhance children's Self-Esteem.
- Social speaking at circle-time and during activities
- Children will receive positive praise.
- A range of activities suitable for children's developmental stage.
- Advice would be sought from the local Authority Educational intervention Officer.
- Advice and support from other Professionals e.g., Educational Psychologist.

There will be ongoing observational assessments made of all the children and these are linked to the development matters ages and stages of development. In some cases, this will identify individual needs. These would then be discussed with the Special Needs and Disability Co-ordinator and the Manager.

If your child's key person has identified a possible individual need, they will discuss this with you in private and together plan to support your child's learning and development.

Our SENDCO will offer support and advice to your child's key worker and other staff in our setting. She will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. This Support will be from other Professionals such as Our Local Early Years Intervention Officer, Educational Psychologist, Speech and Language Therapist etc.

How will you support my child?

On starting at Little Explorers Preschool, the Director Helen Moorefield or Leader Teresa Moxham will give you a registration form and then Welcome Pack to fill in about your child. This will help us to share information about your child's strengths and needs and work in partnership.

We offer a home visit on the Registration form, as this can be helpful for children who may have additional needs or may just be quiet and shy. Children are at the heart of all we do, and we want children to feel safe and secure and enjoy their time at Little Explorers Pre-school.

Our SENCO will explain how children's individual needs can be met by planning support using a support Plan and Provision Plan, and the advice from the Early Intervention Support Officer. She will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards Support Plans and your child's key person would oversee the targets on the Support Plan.

Your child's key person would be in the sessions your child attends, build a relationship and a good understanding of your child, and if this was not possible, the SENCO would be present.

They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.

The Manager or Leader will maintain an overview of experiences, and progress, and the SENDCO will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, reviewing the Support Plan targets, and planning new ones together, and giving you ideas to use at home to support your child.

Access To Support

- We provide activities for 1:1 or small group work.
- A visual timeline is provided for children to see the plan of the day.
- A variety of resources e.g., scissors, pencil grips to support independent learning
- Individual timetable to support understanding and behaviour.
- A now and next board to promote children's understanding of what's next.
- Visual Cue cards.
- Visual Daily book that parents interact with.
- A daily Diary with children that have communication difficulties and a tool to inform parents.
- A range of resources to extend language and communication.
- Social stories.
- Puppets to help with communication and Language.
- Support Plans are put in place.

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. There is a board in the foyer which displays a list of staff and their roles.

We are able to offer advice about other professionals who will be able to support your child, such as the Health Visitor, Speech and Language Therapists, your nearest Children's Centre, and we can contact compass, the surgery to speak to the Educational Psychologist or Early Years Intervention Officer for our area and can access support 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.

Our SENDCO and Manager will also behaviour management training and can offer advice and strategies to cope with unwanted behaviour.

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 in the foyer, and is also in your copy of our Prospectus and Policies. Ofsted's contact details are also displayed in the hall.

Strategies to support Behaviour

- A sticker system is used.
- We have a reward chart.
- Wow leaves to encourage positive behaviour.
- Sand Timers for conflict resolution.
- Individual behaviour plans.
- Collaboration with parent's communication books.
- SEND register of children needing support.

How will the setting prepare and support my child joining you, transferring to a new setting or to primary school?

We offer you the option of a home visit before your child starts pre-school. This is located on your registration form. This will usually be by your child's key person and the Manager/Leader. It can also be the SENDCO if you would like to discuss any concerns you may have or that other professionals are also involved. Parents can request on registration. This gives your child the opportunity to become familiar with their key worker and other staff before they start their sessions. We also offer settling in sessions where you can stay for part or all the session, and offer a flexible settling in period, if your child is having difficulties settling in, to ensure they feel safe and secure.

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. This can also be done in a meeting before your child starts if you prefer.

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/school, 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 strengths and needs. This is to ensure a smooth transition.

We will hold a transition meeting at your convenience, to plan transition for your child into their new setting, giving the new setting time to make necessary plans for any changes they may need to make, sharing targets on your child's Support Plans, and minutes of review meetings along with any other information that may be relevant to your child.

Strategies to support Transition
<ul style="list-style-type: none">• Parents have a choice of a Home Visit.• Meetings with other settings to ensure smooth Transition.• Invite teachers/ Key person in to see child in their environment.• All staff at Little Explorers will work in partnership with parents to ensure they feel secure leaving their child.• Relevant Support Plans will be shared with other professionals.• Staff attend Transition meetings.

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

The Director and staff are responsible for enabling inclusive policies, ensure policies are in place and up to date, ensure staff can attend relevant training, ensure staff meetings take place to explore SEND and inclusion issues, ensure the environment is inclusive, and to provide information packs for parents. They also promote our open-door policy, to ensure that we are welcoming and respectful for all.

Strategies to support Directors
<ul style="list-style-type: none">• Regular meetings are held to discuss practice.• We look and evaluate our practice where a plan is discussed on how Pre-school is kept up to date with Legislation and Practice.

How will I know how my child is doing?

Assessment systems are in place such as the 2-year-old check, there are ongoing observational assessments, a development tracker, which is all linked to the Early Years Foundation Stage ages and stages of development.

We have a stay and play rota for you to attend where you can discuss with your child's key person the progress they are making, you can arrange a meeting with your child's key person/ Leader, we hold regular parents' sessions, and we hold review meetings of your child's Support Plan with the SENDCO which is carried out in partnership with you.

Parent helper days allow you to stay and help, and to 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. This is recorded on your child's contact form. We can arrange telephone calls if parents work and are unable to bring/collect your child from preschool.

We also send out regular newsletters and contact parents via email, we have our updated website, to keep you up to date with what is happening in preschool.

Strategies to support How your child is developing
<ul style="list-style-type: none">• Rota to stay and play• We have an open-door policy• Regular review meetings to discuss your child's development• Regular observation checks on children's ages and stages of development• Social events for parents to meet and liaise with staff.• Newsletters and regular email contact for parents who find coming into setting difficult.• Review meetings to discuss Support Plan and discuss next steps.

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 pre-school.

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. Our Staff are highly qualified and have many years' experiences therefore they can deal with severe allergies and children's medical needs.

Our Staff have accessed specific training on Makaton, EPPI pen training, behaviour management training, and speech and language knowledge through working with other professionals.

We can offer support through our Early Years intervention Officer, with your permission, and if your child's needs are identified as a specific need then the team already involved are able to join our staff and work in partnership.

Our SENCO attends network meetings and surgeries ensuring they kept up to date with the latest information and news

Supporting Children

- Staff are highly qualified with many years experience.
Helen Moorefield – Director – Early Years Professional and Early Years Degree
- We have an allergy board to notify all staff and volunteers
- Staff are kept up to date in training e.g., Makaton, Speech and language through working with other professionals.
- A medical system to ensure this is administered correctly and witnessed and followed with parents being informed.
- A log of all accidents
- Conflict Resolution – A range of sand timers to use as a visual aid.
- Attending regular meetings and keep up to date with changes
- We have a nappy system in place
- Liaise with other professionals
- ICAN language programme

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 home visits, meetings with you and other professionals who are involved. We offer a flexible settling in routine 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 support plans if necessary to support the learning and development of your child. This enables planning for individual needs and learning goals.

Your child's key person and our SENDCO 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 SENDCO will be sought with your permission and if necessary.

How will my child be included in experiences away from the setting?

We will endeavour to include parents when we are on trips off site. Our Ethos is to work in partnership with parents and to identify the strengths and needs of your child ensuring the trip is inclusive to all children participating. We invite all parents to join in to make it a fun day and experience.

We would carry out a risk assessment linked to the trip and the needs of all the children, including parent and supporter 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 our children.

How will we ensure children's needs are met
<ul style="list-style-type: none">• We hold regular staff meetings• A risk assessment is done daily and for a range of activities• We liaise with other professionals to ensure best practice• We evaluate our setting and procedures through the Bristol Standard• We plan around children's interests and next steps

How accessible is the setting environment?

We are a Multi Cultural environment, however, if you are a parent who does not have English as your first language, we can involve another family member who speak English, or if possible, arrange for an external interpreter and use Google Translate to change documents.

There are photographs on our face book page showing the range of activities we do. Signs and posters around the setting are used with pictures to direct children and adults.

There is wheelchair access into the building.

Accessible toilets and changing facilities are available, where we provide steps to encourage children to be independent.

We can gain access to the outdoors if using a wheelchair via going around to the outside using the main entrance of the building.

We provide multi sensory activities as part of our planning.

Policies are updated regularly and are available for parents on the entrance table.

How accessible is our setting
<ul style="list-style-type: none">• We provide a range of activities suitable for all children area of development• We display what activities your children have participated with, in a variety of ways, face book, learning journey, our display board and photo album

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 Little Explorers pre-school, 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 Inclusion 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.

We will seek support from the Early Years intervention Officer or the Early Years team or other professionals to work in conjunction with our SENDCO with whom will support the decision-making process. They will also provide support to planned targets on the Support Plan. These plans 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 the Director Helen Moorefield or Leader Teresa Moxham.