



Tillingham Pre-school

9.2 b Our Local Offer for Children with Special Educational Needs

1. 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 Tillingham Pre-school each child has a designated key person. Their role is to develop trusting sensitive relationships with parents/carers 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 the SENCo Karen Tuckey.

Reports from health care professionals such as health visitors, speech and language therapists, will identify your child's individual needs. We welcome parents/carers and professionals sharing these reports in order to plan appropriately to meet these needs.

Ongoing observational assessments are made of all the children and are linked to the EYFS Development Matters ages and stages of development. This in some cases identifies individual needs.

These observations will be discussed with the SENCo, Karen Tuckey. If your child's key person has identified a possible individual need, they will discuss this with you in private and plan together 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 our setting. They will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from our Area SENCo Elaine Page and any other professionals with your permission.

2. How will you support my child?

On starting at Tillingham Pre-school we offer a settling in process as per our 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 information about our child.

We will ask you to complete a Personal Profile "All about me" and "All about my child" which will be put in their Learning Journey also a "What can I do" list, this will help us to share information about your child's strengths and needs. Children are at the heart of all we do and we will work with you to support your child together, listening to you as well as your child.

Our SENCo will explain how children's individual needs can be met by planning support using a SEN Support Plan and the advice from the Area SENCo and a One Plan will be produced together. She will also explain who may be involved in their roles. Our Area SENCo visits at least once a term and can give generic advice on specific issues and observe and advise on modifying our practice in certain situations.

Observations, assessments and evaluations all contribute towards SEN Support Plan's and your child's key person would oversee the outcomes on the plan. These are always available for you to view and comment on. They are locked away securely after a session.

Your child's key person will be in for most of the sessions your child attends, fostering a relationship with and understanding your child, a 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 stages of development will be used as support for their development.

The Supervisor will maintain an overview of experiences and progress and the SENCo will work with all staff to ensure we are providing the relevant and appropriate support.

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

3. How will the Learning and Development provision be matched to my child's needs?

We will get to know your child before they start by meeting them and you at an induction session. If needed we will meet with you and other professionals that are involved before your child starts pre-school. 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, a "What I can do" form and a "First Week Tracker" will be used as a starting point within the first weeks of starting linked to the EYFS ages and stages of development. Targets will then be set on a SEN Support Plan if necessary to support the learning and development of your child. In addition to the plan your child will have a Learning Journey which will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child's progress to their next steps. This enables planning for individual needs and learning goals.

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

The Supervisor will monitor and analyse the progress of all children in the setting by using half term tracker sheets to address any areas of development. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

4. How will we both know how your child is doing and how will we help you to support your child's learning?

Assessments systems are in place such as the 2 year progress review, ongoing observational assessments and EYFS Tracker Systems sheets which are linked to the EYFS ages and stages of development and form a basis for your child's next steps for the next term.

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. We use home school log books that allow us to give you a small update on how and what your child is doing during the session. It can also be used for you to write any concerns or ask any questions you may have and are not able to stop for a chat at dropping off or picking up time. Home school log books can also be used to share news from home that can often help a shyer child start to chat about what they have done outside of preschool.

We have half term tracker sheets that are placed in your child's Learning Journey and these are used to form a group development tracker which is assessed by the Supervisor and the Deputy Supervisor to help identify any areas that are not meeting the children's needs.

We have parents evening every July where you can meet with your child's Key Person, look at your child's Learning Journeys and Development Trackers together and discuss your child's development. We have social events throughout the year that help to build relationships with practitioners in the setting and other parents.

Newsletters are on our website and given to every child in their book bags each half term, a copy is also displayed on our notice board in the main hall and given to new parents upon induction. Notices are put on the blackboard at the front door with what is happening at pre-school or important information to remember.

5. What Support will there be for my child's physical and emotional wellbeing?

Our practitioners are welcoming and friending, 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 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 and following your toilet training routines.

Personal health care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then you will be required to complete and sign a Medication Permission Form.

Activities will be adapted to ensure your child is able to interact fully with their environment and visual strategies such as "First" and "Then" or a "Visual Timetable" can be used to help them to understand our routines. Our book corner or cosy area are welcoming and provide quiet areas to retreat to if your child is tired or needs some quiet time. Your child's key person will always be present at these times.

6. What specialist services and expertise are available at preschool?

All staff have accessed child development training, and have experience working with the Early Years age group.

All staff have accessed specific training on SEND Code of practice, Paediatric First Aid, Safeguarding and lots of other courses, please ask to see our training list. We attend regular training and have worked with children on the Autistic Spectrum and children with speech and language difficulties.

We have good links with our local Children's Centre and we can sign post you to support which is available through there, for example Parent support officers, Inclusion Officers, and Social Care, there are also lots of different sessions that they run. We will work alongside the specialist services involved with your child and they are welcome to visit the pre-school. Working closely with you and your child will enable us to build stronger relationships and understand your support needs better. Parental agreement will always be obtained before any professionals become involved with any individual child.

7. How will you help me to support my child's learning?

Copies of the "Development Matters" and "What to Expect When" are given to parents/carers as part of their induction into pre-school. Parents are provided with an information sheet 'Parents' Guide to the Early Years Foundation Stage Framework explaining the EYFS at induction of their child to our pre-school. The Development Matters and What to Expect When are also available to download on our website.

Our pre-school offers one or more introductory sessions for you and your child prior to your child's start date. This is an opportunity to discuss any requirements and to identify any specific needs your child may have. These sessions give us a 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 to agree with you a consistent approach to ensure the continuity of care for your child. We will discuss with you on a daily basis at drop off and collections times how your child is doing on that particular day which enables you to let us know about any new information we may need to have. We also update a Home School Log book which is a two way form of communication between the pre-school and yourself.

8. How will I be involved in discussions about and planning for my child's education?

We encourage you to be involved from the first visits to pre-school to register your child at our setting. Your child's strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly. You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in our setting and reviewing progress toward these targets.

Your permission will always be sought before involving outside agencies.

9. How will my child be included in activities and experiences outside and away from the setting?

All visits or trips are planned in order to include all of our children. We will endeavour to include parents/carers in the planning of the visit off site to identify the needs of your child. Our trips usually involve parent/carer participation. We would carry out a risk assessment linked to the visit and the needs of all of the children prior to our trip. We would also take along any aides or medication your child may need.

10. How accessible is the pre-school environment (indoors and outdoors)?

We are housed in a large village hall which has a kitchen at the back and an enclosed garden area. The main entrance and the side entrance both have a slight slope and are accessible for wheelchairs. We have a large disabled toilet in the lobby area with nappy changing facilities, along with two additional toilets.

We have large facilities and environment which can be adapted to allow easy access and movability. The outside garden area is accessed by a ramp.

If you are a parent/carer who does not have English as your first language, we can involve another family member or you can nominate a representative who speaks English.

Signs and posters around the setting are used with pictures helping children identify equipment and play areas.

We provide multi-sensory activities as part of our planning. Although we have limited funds we shall endeavour to seek our suitable equipment or adapt equipment and facilities to support children with special educational needs.

Our policies are regularly updated and are available in a file on our daily notice board. They are all available to view and download on our website.

Additional funding may sometimes be obtained by the setting to help us meet your child's needs. Daily Risk Assessments are carried out to ensure our environment is safe and secure.

11. How will the pre-school prepare and support my child to join the pre-school/transfer to a new setting/school?

Tillingham pre-school offers one or more introductory sessions for you and your child prior to your child's first start date. There will be an opportunity to discuss any requirements. These sessions give 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 any other agencies. Also to agree a consistent approach to ensure the continuity of care for your child. We have a well prepared and tested "Settling In" and "Transition" programme. We offer a flexible settling in period should your child have any difficulties settling in. This has been used for several years and not only builds a firm relationship with all concerned, it prevents separation anxiety.

We offer one free settling in session where you are welcome to stay for part or all of the session and offer a flexible settling in period if your child is having difficulties settling in. We would never ask you to leave if you or your child didn't want you to, only if we thought it would have a positive outcome.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new key person and SENCo to attend sessions with your child to help them become familiar with them and to discuss your child's strengths and needs.

We have a fabulous relationship with our main feeder school and our transition programme has proved very successful. From the age of 3 children in our pre-school get the opportunity to go over to the primary school twice a week for lunch. This is held in the main hall area with the primary school children and teachers and the children are accompanied by two members of pre-school staff. Should your child require additional support at meal times their key person may be able to attend with them.

We have a very close relationship with the primary school and attend sports day, Christmas plays, country dancing and the reception class always attend our events.

Our transition programme starts the term before the children are due to leave pre-school. The school invite them to spend one hour twice a week during this term in the reception class. They get the chance to take part in outdoor play, story time, arts and crafts etc. in the class they will be joining and with their new teachers. If your child has additional transition needs additional visits can be made by your child accompanied by their key person. We can also provide a flip picture book which includes all areas of the school, the grounds and a picture of everyone your child may meet within the school. This picture book will be your child's to use and to take home to share with you.

We have afternoon school readiness sessions at our pre-school for children aged 3 and above. We have worked closely with the school to ensure we are covering all areas that are of help to their first year at primary school. In this session we learn to form letters and hopefully write our name, identify numbers, learn shapes and colours, learn to put coats and shoes on and take them off, also doing them up, use the toilet unaided, blow noses, wash hands properly and we also have a P.E. lesson where the children bring in a P.E. kit and get changed into it for a P.E. lesson. We see this as a very important part of school readiness as lots of parents worry how their child will cope at P.E. time with getting dressed and undressed. We also borrow the school's first books without words and issue each child a scrapbook. The child and the parent can then look at the book together and the parent can write the story that the child dictates to them. The school are very supportive towards additional transition if it is needed.

At the end of the term each key person writes a Transition Report about their child reporting on their development during and at the end of their pre-school journey. A final development tracker is completed and a Transition Passport is completed by the child and their parent. The Supervisor then has a meeting with the primary school reception teacher where they discuss each child's development, strengths and needs.

12. How is the decision made about what type and 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, the key person and the SENCo 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 ourselves will support the decision making process.

Together with our SENCo we will support the decision making process to planned targets on the SEN Support Plan. The plan 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 pre-school 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.

13. How are parents involved in pre-school? How can I be involved?

We value parents/carers involved with the pre-school. We have an open door policy so Parents/carers are welcome to come into the setting to see their child in the play environment at any time. You can also volunteer to help in session if you wish to. You will be involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing your child's progress towards these targets. Your permission will be sought before involving any outside agencies if needed.

You are welcome to join our committee and become involved with fundraising for the pre-school. We have formal and informal meetings and the children can be involved in these meetings. Parents/carers are able to email the Supervisor directly outside of the pre-school opening times on tillinghampreschool@gmail.com if they need to ask any questions, need any information or are unable to come into pre-school to speak to anyone, or they can speak to Karen (Supervisor) directly outside of hours on 01621 778403. Parents/carers are welcome before or after pre-school sessions and their key person, SENCo or Supervisor are always available.

14. Who can I contact for further information?

The pre-school Supervisor/Deputy Supervisor, SENCo or your child's key person are available in sessions if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child such as Area SENCo, Health Visitors, Speech and Language Therapists and Local Children's Centre. If your child's need have been referred to a specific team we will support you in accessing support from them.

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 can be found in our procedure file and also you would have been issued a copy of it on your child's induction. Ofsted's contact details are displayed in the glass cupboard in the Village Hall and on our notice board.