



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES LOCAL OFFER**

#### OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

*The purpose of a local offer is to enable parents/carers to see clearly what services are available for children with Special Educational Needs and Disabilities in the Suffolk/Norfolk (where applicable) area and how to access them. The following questions and answers forms our local offer and shows how we provide for children with special educational needs and disabilities.*

#### **How does Stanton Pre-School recognise when children require additional support and what should I do if I think my child may have special educational needs or disabilities?**

At Stanton 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 discuss these with our SENDCo (Special Education Needs Co-ordinator) **Eirwen Peters**

**Eirwen** will monitor and analyse progress of children within the setting to address any areas of weakness. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

Wherever possible the children will be involved in planning their next steps, consultations, helping with taking responsibility for their setting.

The children's learning styles, interests and stage of development will be recognised and used to promote achievements and development.

#### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Assessment systems are in place such as the 2-year progress check, under 4's next steps which are all linked to the Early Years Foundation Stages of development. If there are significant emerging concerns, or an identified educational need or disability we will develop a targeted plan to support the child's future learning and development, involving parent/carers.

Parent are always welcome to stay during sessions to interact with the staff and children, this interaction enables parents/carers to observe their child in the pre-school environment and how they are developing in the setting. They also enable parents an opportunity to build relationships with others within the setting and our regular events throughout the year help build relationships with practitioners in the setting.

We are a very welcoming and happy setting, with very good relationships with our families.



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

We have daily opportunities when parents/carers are welcome to tell us of their child's progress and gives opportunities for two-way communication between us. We do not set formal parent evenings as we feel this may prevent free-flow of communication. Instead we leave a diary in the foyer where parents can put a date and time convenient to them for when they would like to discuss their child's progress. Information is displayed in the foyer/entrance to the pre-school. Notices are put up on the board with what is happening at preschool and a list of learning intentions and activities are displayed enabling you to further support your child's learning. Visual timetables help children to understand routines.

### **What support will there be for my child's overall well-being?**

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. All our staff will hold a current paediatric first aid certificate. 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.

Personal Health Care Plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Health Care Plans are reviewed regularly. Should your child require prescribed medication, then you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Administering Medicine Policy

Core staff have been specifically trained to support children with serious allergies. Staff have supported children who have been at risk of allergic reactions and have kept Adrenalin injections (Epi-Pen) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) on site. We have a 'Managing children with Allergies or who are Sick or Infectious' Policy and all staff are familiar with this policy.

Staff have also dealt with serious cases of eczema and have applied medication, such as creams and eczema friendly soaps when assisting children to wash hands, they have been vigilant in making the child as comfortable as possible and strict hygiene routines have been adhered to in preventing any infection of open wounds.

**Lisa French and Suzanne Connell** are our Designated Health & Safety Coordinators, and **Eirwen Peters** will work with parents and help them complete the necessary forms, following their child's induction. All staff are vetted and we have vigorous recruitment process in place.

**Lisa French and Natalie Drake** are our Designated Safeguarding Persons and all staff are aware that it is everyone's responsibility to safeguard children.

Activities will be adapted to ensure any child with additional needs is able to interact fully with the environment, and visual strategies, such as a visual time table is used to help them understand our routines. Our pre-school is designed to be welcoming and includes quiet areas to retreat to if a child is tired or needs some quiet time. We have specially adapted chair beds for any child who needs to rest. We have comfortable and enclosed areas where they can be left in peace from other children but with adult supervision. We have a sleep chart to record the time a child falls asleep and the length of time the child slept for. We make notes on why the child may have fell asleep such as feeling unwell.



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

We are aware that some kinds of undesirable behaviour may arise from a child's special needs. We will refer to our Positive Behaviour Management Policy and will work with parents/carers and the child to provide a consistent and planned approach to improve behaviour. **Lisa French and Eirwen Peters** are our Designated Positive Behaviour Coordinators. (For further details, please see our Policy)

Policies and Procedures are available for parents to view freely in our policy folder located in the foyer and a list of our policies is displayed on our notice board in the foyer and on our website.

### **What specialist services and expertise are available at or accessed by Pre-School?**

Eirwen Peters is our most senior SENDCo and Lisa French has previous training in matters of SEN, between them they have an array of experience of working with children and parents with specific needs. All staff are experienced working with the Early Years age group and understand Child Development. Some staff have accessed specific training on Positive Behaviour Management, Autism Awareness, EpiPen, Makaton and lots more. Please ask to see our staff training folder located in our main service room.

Staff access appropriate training and have worked with children on the Autistic Spectrum, Sight and Hearing Impairments, speech and language difficulties and ADHD from previous jobs.

We have experience of working with children with English as an additional language and will seek Bilingual support, when necessary. The setting endeavours to cater for children from other cultures and religions and has multi-cultural resources within the setting. We value and respect others beliefs. Visual supports such as photographs and visual timetables are displayed.

All children make good progress within our setting and are happy and well catered for.

We have links with our local Children's Centre and can sign post parents/carers to support which is available through them.

We will work alongside the specialist services involved with a child and they are welcome to visit the preschool at any time. Working closely with parents/carers and the child enables us to build stronger relationships and understand how to support particular needs better.

We have good links with Suffolk County Council and will endeavour to seek external support when needed in order to provide the best possible experience for children with SEND at preschool. The team will support practitioners in meeting children's individual needs through offering home advice, observing individual children in the setting. Suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training. Parental agreement will always be obtained before the Early Years Advisory team become involved with any individual child. They will support the preschool in working together with other agencies that may already be involved with a child.

Further training will be sought and accessed to support an identified SEND. Our Special Educational Needs and Disabilities Co-ordinator will attend or update her knowledge on specific training to ensure that she is aware of issues around special educational needs and has the opportunity to discuss strategies with other professionals in this field.

### **How will my child be included in activities outside Pre-School including trips?**



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

Parents are advised by newsletter, and/or email of forthcoming events. All visits or trips would be planned in order to include all of our children. We will endeavour to include parent carers in the planning of the visit off site to identify the needs of the child. All parents are invited to join us on our trip. On trips that involve transport such as our annual coach trip to the beach, all parents are required to attend. We will endeavour to have a skeleton staff team remain at pre-school for those not able to attend the trip. However, if this is not possible then we will not hold pre-school on the day of the trip.

A risk assessment would be carried out prior to the visit; SEND would be considered and discussed with the relevant parents. If the parent of a SEND child cannot attend (smaller local trips only), then a qualified member of staff will stay with the child at all times, a parental consent form would need to be completed prior to the trip.

Any medication currently being administered to any child would be taken along with us, along with our First Aid kit, mobile phone, register and parental contact details.

### **How accessible is the Pre-School environment? (Indoors and outdoors)**

We have a large open-plan room, and enclosed garden area; all entrance points are accessible by wheelchair or reduced mobility with a sloped pathway. There is a designated car parking space available outside the pre-school. In the entrance foyer a disabled toilet with rail and alarm is provided. All entrance doors to the pre-school including the doors to the outside area are wide and easily accessible for wheelchair use. Our enclosed garden area has a pathway running around the entire garden and is on one level. We have a portable ramp where we might require assistance in reaching an area. The frames of the door are specific to visually impaired persons as is the frames and seating in the disabled toilet. We have recently had a small garden path built to incorporate a secret garden, we took due care to ensure the pathway is accessible by wheelchair. We also paid to have the outdoor area covered in artificial grass for ease of access to any wheelchair user.

For parent/carers whose first language is not English, we are happy for a nominated representative who speaks English, or if possible, we can arrange for an external interpreter.

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

Policies are updated regularly and are available for parents in our main service room and on our website. Additional funding may be obtained by the setting to help us meet a child's needs.

Regular Risk assessments are carried out to ensure our environment is safe and secure. We carry out a daily risk assessment for the indoor and outdoor environments and a termly risk assessment.

### **How will the Pre-School prepare and support my child to join the pre-school/transfer to a new setting/school?**

The pre-school offers one or more introductory sessions for parents/carers and their child prior to the child's start date, when they will have an opportunity to discuss any requirements. These sessions give us the chance to get to know the child and his/her family and provide the opportunity to share with us details of a child's needs and the involvement of other agencies, and to agree a consistent approach to



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

ensure the continuity of care for a child. Photographs of the staff will be available on request to take home to enable families to talk to their child about who the people are etc.

We have a well prepared 'Key Person and Settling In Policy'. This has been used for several years and not only builds firm relationships with all concerned, it prevents separation anxiety. We offer a flexible settling in period, should a child have difficulties settling in as we are aware that each child is different and some may take longer to be reassured. During the settling in period we only invoice for the hours used as opposed to the sessions booked.

When transferring to another setting or moving on to school, the preschool will invite the Key Person/teacher and SENCO to attend a child's sessions at preschool to help them become familiar with them and to discuss a child's strengths and needs.

We have very good relationships with our feeder schools and professionals within our area, along with an excellent reputation with our local community. A child's Learning Journey, IEP's and any other information that may be relevant to the child will be passed on to the new setting giving them the time to make necessary plans for any changes they may need to make.

If the Area SENCO and Early Years Advisory Teacher have been involved they will also help with the transition to school.

### **How are Pre-School's resources allocated and matched to children's special educational needs?**

A dedicated budget will be available every year to train staff in the areas we believe need strengthening and Inclusion Funding can be applied to support a child in our setting, if required. The Children's Centre in Stanton may offer us a Lending Library of toys, Sensory Equipment and Topic Boxes.

We have excellent facilities and resources within the setting. We have a selection of ethnic dolls, puppets, musical instruments and books. Our garden has raised flower beds. Our Persona doll Debbie, visits the setting, to talk about her experiences. We have beat babies for quiet time and to help calm children that may be anxious. We have cuddle me bears for children who may need something to hold and all our children are taught to help others when they are anxious.

### **How is the decision made about what type and how much supports will my child receive?**

Through the observation process linked to the EYFS ages and stages of development, and in discussions with parents the Key Person, and the SENCO will identify what support is required. Extra support will be put in place if necessary.

Ongoing partnerships with parents, other professionals – including Area SENCO if they are involved, and ourselves will support the decision-making process. Together with our SENCO they will support the decision-making process to planned targets on the IEP'S. The IEP will be written after consulting with



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

parents and will include how to support a child at home. Through regular observations we can track a child's progress.

Our SENCO will give advice on meeting the child's needs within the pre-school in consultation with parents and other professionals where necessary with parental permission. Reports from health care professionals and other professionals, who are working with a child, will be used to plan support within the setting. Staff meetings within the settling will ensure all staff working with a child knows the child's strengths and needs, and how to support them.

### **How are parents involved in Pre-school? How can I be involved?**

The best way to be involved in Stanton Pre-School is to become a committee member.

Stanton Pre-School is a committee based setting whose membership is made up of parents of children attending the pre-school and the staff. At the annual general meeting which is usually held in the Autumn Term, the members vote in a committee. Our committee is made up of volunteers usually parents who are not remunerated for their time. Families are welcome to become involved in our committee and or fund-raising events at any time.

We value our parent/carers opinions; and all are welcome to come into the setting, to observe their child in our learning/playing environment at any time. It also gives parents a chance to talk to a child's key person and watch their child play in a different environment. Due to the high numbers of children in our setting annual parent meetings were not nearly as effective as we would have liked therefore the decision to encourage parents to see us at any time throughout the year to discuss their child's development has been more successful. Parents are reminded to book appointments to see their key person at any time that is convenient to the parent and to the member of staff involved.

At these meetings the child's Learning Journey will be on hand and the next steps sheets will be printed out for both parties to agree on how to provide further support in moving a child along or to set realistic goals for the child.

Parents will be asked to be involved in identifying needs, information sharing, identifying targets and the next steps that they feel they would like to focus on at home alongside us within the setting. Together we will review progress towards these targets. Permission will be sought before involving outside agencies.

### **Who can I contact for further information?**

The pre-school SENDCO and or your child's key person are always available in sessions, if you would like to discuss your child's needs. Parents are welcome to email or telephone directly at any time with any concerns/ information, if they prefer or are unable to come into setting.

We use Tapestry as a form of observing and recording a child's time at pre-school and this is an alternative way to open up communication between the setting. Key person and the parent. It is updated every half term and or sooner depending on time restrictions on staff members and parents can add their own observations or comments from home. We aim to place at least one observation per child per week.