

Local Offer SEND information

Introduction

At St Paul's Pre-School, we offer a nurturing caring environment educating through play. We welcome all children to our setting regardless of gender, ability, race, colour, background and origin. You can help us nurture and include your child by letting us know before your child starts if you think your child may have additional needs.

Set out below are the details of what we are able to offer in relation to Special Educational Needs and Disabilities (SEND) but I would like to highlight a few points.

It is very important to us that we value and respect the parents and carers of our children and work in partnership with families. We also liaise and work in partnership with other professional agencies where specific support is needed. Our professional staff are well trained and benefit from ongoing professional development.

We offer a pre entry welcome visit and have a Special Educational Needs Coordinator and an Inclusion Coordinator who will review and evaluate the provision for each individual child. We operate with a Key Person approach to nurture children and build a strong relationship with the family. We plan and implement individual plans; all children are included in external activities and there is good access to our premises. In addition, at the end of your child's time with us we have good links to local primary schools to ensure smooth and effective transition.

You are welcome to contact us at any time to discuss your child's needs or make an appointment to take a look around our setting.

We look forward to meeting you.

Tracey Flanagan,

St Paul's Pre-School Supervisor

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

At St Paul's Pre-School, we have rigorous arrangements in place to make certain that we identify and support children with SEN¹ and promote equality of opportunity. We recognise that early intervention is vital in ensuring that children achieve their full potential in school and in life. We value you, as your child's first educator, and wish to work in partnership with you in understanding your child's needs.

A Key Person will be assigned to your child before their start date and will be instrumental in planning for your child's needs and removing any barriers to their learning. The Key Person will liaise with the Supervisor, SENCO² and INCO³ to regularly review and evaluate the provision for each individual child, and also to determine that our systems support all disabled children and those with SEN effectively. The SENCO liaises with other professional agencies who can offer you specific support. We will listen to you and help you to find the right services.

We recommend that you come to have a look around the Pre-School when we are in session so that you can see our rooms and what we have to offer. You are welcome to make an appointment and have a confidential discussion with the Supervisor about your child. Our telephone number is below.

When you have been offered a place, we will invite you to come for a Welcome visit in the half term before your child starts at Pre-School so that you can have a chat with your Key person and help them to begin to understand what makes your child interested and enthused. Your Key Person will start a conversation with you that will last the whole of your child's time here with us.

If you have worries about your child's early development, or if your child has a physical disability, then we encourage you to share your concerns with us. You can do this on the application form, or by contacting us directly. We can then arrange a pre-entry meeting prior to your child's start date to ensure we have everything in place to ensure a really positive start. Other professionals involved with your child's care will be invited to this Pre-entry Meeting and, if necessary, a Health Care Plan will be written and any risks or barriers to achievement assessed.

Please call us and speak to Tracey Flanagan, Supervisor and SENCO on the Pre-School number 01444 473940 to arrange an appointment.

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

We have both a Special Educational Needs coordinator (SENCO) and Inclusion coordinator (INCO) who work closely with the staff to assess the needs of the children and organise provision for children with additional needs. We have well qualified staff who are committed to training and development.

You can read our Additional Needs and Inclusion Policies here:

<http://www.stpaulspreschoolhh.co.uk/home/policies/>

Our staff are dedicated to a Key Person approach designed to nurture the child and build a strong relationship with their family. The supervisor supports the Key Person role through supervision, support and training. We believe that children settle best when they have a Key

¹ Special Educational Needs

² Special Educational Needs Co-ordinator

³ Inclusion Co-ordinator

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Person to relate to, who knows them and their parents well, and who can meet their individual needs. We share progress with parents at regular Key Person meetings. The Key Person will liaise with the Supervisor, SENCO and INCO to regularly review and evaluate the provision for each individual child, and also to determine that our systems support all disabled children and those with SEN effectively. The SENCO liaises with other professional agencies who can offer you specific support. We will listen to you and help you to find the right services.

We offer nurturing surroundings, strengthened by a Catholic ethos, in which children learn through a wide variety of play experiences. We are committed to providing an inclusive environment which welcomes all children and gives equal access to all available play and learning experiences. Our Pre-School is a place where children and their families are valued as individuals regardless of gender, ability, race, colour, background and origin.

At St Paul's Pre-School we are committed to safeguarding children's welfare. We respect the rights of the child and the adult's responsibilities to the child. We want the children to feel safe, stimulated and happy in our Pre-School. We also want parents to feel confident both about leaving their children in the care of other adults outside the family, and also be reassured of their role as active partners in their child's learning.

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

Once your child joins our setting, we use a Key Person approach designed to nurture the child and build a strong relationship with you, their family, in order to identify their individual needs. The Supervisor supports each key person in planning and, as SENCO, oversees the writing of individual play plans.

We are committed to a process of observation and assessment which leads to planning for each child's individual needs. We provide Learning Journals for every child and we monitor progress with regard to the Early Years Foundation Stage. We plan and implement Individual Plans for children's additional needs, and share our planning with parents. An Individual Plan is a teaching and learning plan which sets out targets and actions for the child which are specific to that child's individual needs and are based on play. Individual Plans take as their starting point what your child likes to do at home. Individual Plans will always be shared with you and you will be involved in their review. Reviewing the plan helps us to see what has worked well, and to decide on the next steps for your child.

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?

Our staff have a process of focused observation and assessment which leads to planning for every child's individual needs. Learning Journals are kept for every child and we monitor progress with regard to the Early Years Foundation Stage.

Each term your key person will invite you in to Pre-School to discuss your child's development and progress and to share the Learning Journal with you.

We plan and implement Individual Plans for children's additional needs, and we will share our planning with you. An Individual Plan is a teaching and learning plan, based on play activities, which sets out targets and actions for the child which are specific to that child's

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individual needs. Individual Plans are reviewed each half term and you will be invited in to look at the plan and to share ideas of things that work at home.

If specialist services, such as Speech and Language or Educational Psychologists come in to observe your child, you will be invited in to Pre-School to receive feedback. We will share observations with other professionals and use their advice in our planning. The SENCO or Key Persons will attend any meetings concerning your child's progress. The SENCO will contribute reports to the EYPARM (Early Years Planning and Review Meetings) or provide assessments as part of the Education, Health and Care needs assessment.

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

If your child has medical needs, we will meet with you to make a Health Care Plan to ensure that we can prepare for your child's safety and comfort. We will be advised by you in the first instance, and access appropriate training if necessary. We have trained First Aiders and procedures for administering medicines with parental permission.

You can read our Health and Safety, Medication and Accident, and Toileting Policies here: <http://www.stpaulspreschoolhh.co.uk/home/policies/>

Staff have received training in Positive Behaviour strategies. We use a conflict resolution approach.

You can read our Achieving Positive Behaviour and Social Development Policies here: <http://www.stpaulspreschoolhh.co.uk/home/policies/>

We plan a programme of support for a successful transition to Primary School for all children. We organise transition meetings with parents and school staff for those children who need a managed and specific planned entry.

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

We are committed to partnership working with our Early Years Childcare Advisor in order to develop strategies to use in our setting. We can request Targeted Setting Support and liaise with our EYCA at termly network meetings.

We liaise with speech therapists, psychologists, Portage visitors, physical therapists, health visitors, social workers, paediatricians, and other settings to meet specific needs.

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

Our team have experience with supporting children with medical needs such as diabetes, cystic fibrosis and cerebral palsy, and other needs such as autism and speech and language delay. Recently our setting has received funding for Inclusion Support in order to provide an appropriate level of care for individual needs.

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Recent courses attended by staff include: Quality Play, Paediatric First Aid and epipen training, Promoting Positive Behaviour, Solihull Approach for the Foundation Stage, Supporting children with EAL, Writing an Effective Individual Plan, Early Language Development Programme and Talk, talk, talk.

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

We take our children on visits to St Joseph's Primary School and to the local town centre. The normal risk assessments are made and we ensure a high level of extra support by volunteers on these occasions. Additional needs would be taken into account to include all children on such visits and to ensure that any barriers to participation were removed.

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

Our rooms are on ground level and can be accessed through the front door, which can be made wider by unbolting an extra panel, or through a side gate to the garden and up a ramp to the side door. The ramp enables easy access to the garden.

There are three child height toilets and three sinks, one of which is in the main room. We do not have separate changing facilities but use our adult toilet space when necessary.

Our staff have had basic training in the use of "Say it and Sign it" and we use visual support as much as possible, e.g. now/next boards and visual timetables using photographs or PECS pictures.

Staff have attended the Early Language Development Programme and Supporting Children with English as an Additional Language.

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

We prepare children for starting school throughout their time with us by promoting positive relationships and placing a great emphasis on the characteristics of effective learning.

We have endeavored to establish links with St Joseph's Catholic Primary School and with other local Primary schools. We invite teachers to visit children in our setting and Key Persons accompany groups in short visits. We have a programme of events planned throughout the year in partnership with St Joseph's Primary School.

Your Key Person will meet with you in the Summer term to discuss transition and you will complete a "Moving On" form together. We will share your child's Learning Journal with their new teacher. This will have your contact details and may also include Individual Plans, behaviour logs, celebrations of achievement, and copies of reviews or reports as appropriate. The Supervisor may have already sent reports to the EYPARM.

Sometimes transfer to school requires more support, and, in this case, the SENCO will work with you and your child's Key Person, to ensure that your child's needs are well documented and shared with the school. This may take the form of a formal transition meeting which the SENCO will arrange with the Headteacher and the SENCO of the school. Other professionals who have supported your child will be invited to attend this meeting.

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

Resources are allocated when an Individual Plan is made for a child. Activities are planned around our resources and changes are made to the environment when necessary.

If a child needs particular resources in order to enable them to access a wide variety of experiences, then staff decide whether these can be made, or borrowed from the Toy Library at our Children and Family Centre or the general Sensory Toy Library available to settings in West Sussex. If a child has a physical disability, then we can apply for equipment to be given to us on loan as part of an Inclusion Funding application.

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

Our setting has a good level of staffing which is usually 1 adult per 8 children. Key Persons manage a group of no more than 10 children. Within a session children are sometimes in their key group, sometimes 1:1 with an adult, in pairs, or in the whole group for a short time. If your child's needs require a higher level of support than this, for instance due to a physical disability, then with your permission, our setting can apply for Inclusion Funding for an extra contribution from the Local Authority.

You will be involved in the writing and review of your child's Individual Plan. In this way, you can make your hopes clear, and we will support your child in working towards those desired outcomes. The Individual Plan will concentrate on your child's strengths and challenges and all reviews will focus on areas for further development.

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

We use our Key Person approach to ensure that we have an ongoing dialogue with you which starts when we welcome you for your first visit. It is our knowledge of the needs of your child which will empower us to support you. We will involve you in the shared record keeping for your child and ensure that you have access to your child's Learning Journal.

Information for parents about the running of our setting and its policies is in our Prospectus and Welcome Pack. You will receive this when you are offered a place for your child. Copies of our policies are accessible to you in our setting. We have put our policy list on our website. We regularly send home informal newsletters and use the whiteboard to remind parents of important dates etc. We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. This may take the form of a focus activity week, such as Messy Play.

We are pleased when parents wish to become more involved, and we will encourage and support you to play an active part in the governance of our setting by joining our Management Committee. We value our Management Committee's input on policy and practice, and we rely on parents to raise funds for much needed resources.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting, e.g. volunteering to help with the children, fundraising, advice

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on policy and legal matters, planning social occasions. We welcome the contributions of parents, in whatever form these may take. We will actively encourage you to volunteer during a session on occasion, if you are able.

We carry out checks for criminal and other records through the DBS in accordance with statutory requirements. If you wish to become a regular volunteer, for example on a weekly basis, we will ask you to initiate this check and will support you in doing so. We will provide you with guidelines of our expectations.

We have a Complaints Policy and inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

14. Who can I contact for further information?

A little more about our service

We admit children from 3 years of age. Provision is primarily for the Catholic community of St Paul's Parish. We currently offer around 30 morning places and a further 25 in the afternoons. Morning places are planned for children who will be starting school the following September. Children who attend the Pre-School during two school years are initially offered afternoon sessions. The afternoon group is smaller and the sessions are slightly shorter. Children who attend the afternoon sessions will then be offered morning sessions in the following year.

Our provision for children's development and learning is guided by the Statutory Framework for the Early Years Foundation Stage (2012) and we are regularly inspected by OFSTED to ensure quality. We follow the school calendar from WSCC and open in term time only. Five INSET days are taken during the year for staff training and preparation. All children are eligible for the Free Entitlement the term after they become 3. Information is available on our website. A supplementary charge is due for extra time beyond the core entitlement. Our Prospectus, also available on this website, details further information about our Fees Schedule. We have a Management Committee of parents who are responsible for employing staff and managing the group's finances. We encourage parents to consider joining the committee and we invite them to volunteer their help during Pre-School sessions.

For any further information, please call the Supervisor, Tracey Flanagan or our Administrator, Judith Morgan on 01444 473940.