

# Local Offer from High Wych Pre-school Nursery

Key:

HWPSN – High Wych Pre-school Nursery

The term 'Parent' also refers to Guardian or Carer

SENCo – Special Needs Co-Ordinator

KP – Key Person

EYFS – Early Years Foundation Stage curriculum

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

- Prior to children starting HWPSN, we offer home visits from their designated Key Person (KP) or invite children and families to the setting.
  - Initial meeting or when parents or KP present a concern (HWPSN offers an open-door policy promoting two-way communication with families).
  - Assessments
- Parents are asked to complete a pre-entry assessment to assist their KP to build an initial 'snapshot' of their child's development
  - Settling in records
  - Baseline assessments
  - Observations
  - Two-year check
  - Half term / termly summaries
  - Parent and KP consultations
  - IAELD toolkit (Individual Assessment Education Learning and Development)
  - Wellcomm language tool kit
  - Online Learning journals (Tapestry)
  - With parental consent, other professionals will be involved
  - Early support
- Staff are trained in early year's development following EYFS curriculum and will identify children with additional needs following settings procedures. Our Special Educational Needs Co-ordinator (SENCo) works closely with our KP's to ensure children with additional needs are identified and supported. Our Pre-school Leader oversees all procedures.

We involve parents at all stages, gaining parental consent and valuing their contribution, to access outside agencies and professionals, in order to support a child's needs to challenge and help them progress.

## 2. How will setting staff support my child?

- Staff follow guidelines from the Early Years Foundation Stage (EYFS) curriculum on what is 'typical behaviour' and differentiate accordingly to the child's need.
  - Every child has a designated KP who observes, monitors and assesses developments.
  - Concerns from KP's are brought to the attention of our SENCo to discuss observations and child's development.
  - An initial informal chat by SENCo and KP will take place to address concerns with parents. HWPSN will use assessment tools to assess the level of need, before implementing further differentiation and strategies to promote development.
  - SENCo will work in close contact with the child, parents and KP to put strategies in place to support child.
  - Examples of how we can work in partnership with parents
- Home / school link on
  - Online learning journal, Tapestry
  - Setting up 'Support Plans', to promote learning in setting and at home. This ensures everyone is

working on the same program.

- Communicating, listening and observing
- Promoting child's interests
- Regular chats and catch ups
- Share strategies
- Transition information and strategies

### **3. How will I know how my child is doing?**

- KP will chat to you on a regular basis.
- Information will be uploaded onto Tapestry.
- Regular meetings, every 6-8 weeks.
- Share observations and information from home through Tapestry.
- Involved in reviewing and setting new Support Plan targets.

### **4. How will the learning and development provision be matched to my child's needs?**

- The provision will 'assess, plan, do and review', which leads to planning activities to meet your child's individual needs and interests.
- Differentiation is provided.
- Work towards accomplishing the challenges set on their Support Plan, linking with the EYFS.

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

- We pride ourselves on having a warm, welcoming, pro-active, safe and secure environment. Our approach is 'open door', where we promote positive relationships with families to build trust and confidence in our ability to do the best for your child's needs.
- We also work to a positive ethos where all children have equal opportunities to develop and learn, promoting the child's strengths and interests to become confident and independent.
- You are assigned a KP who works alongside our SENCo, or our SENCo may also be you KP, to ensure all needs are being met.
- Home visits prior to your child starting, we can establish your child's needs such as medication, allergies, dietary requirements and any adaptations we may need to put in place.
- A 'Health Care Plan' may be put in place, which enables you to instruct staff on your child's medical needs.
- Home visits are the first steps in promoting good relationships.
- Every child is unique and will be holistically supported through strong relationships with nursery staff and having their individual needs met through an individual Support Plan (SP), Health care plan (HCP), or Educational Health Care plan (EHC).

### **6. What specialist services and expertise are available at or accessed by setting?**

- We have support directly from our Inclusion Development Officer from Herts County Council, who visit settings offering help and support.
- SENCo attends a termly 'SEN Cluster' meeting, to enable HWPSN to keep up to date on legislation and practices.
- With parent's permission we can signpost or gain support through
  - GP or Health Visitor
  - Family Centre
  - Child Development Centre – Physiotherapist, Occupational Therapist
  - Early Years Action Group - Advisory Teacher, Educational Physiologist.
  - Speech and Language drop-in centre
  - Transition, your child's next school SENCo or class teacher.
  - Another settings child may attend
  - Early support
  - Early Health Module (EHM)

**7. What training and/or experience do the staff, supporting children with SEND, have?**

- Pre-school Leader holds a BA (hons) in Education Studies, level 6, with 19 years' experience in childcare and education and has attended the SEND training.
- SENCo has attended SEND training and regularly attends SEN Cluster meetings and any relevant training.
- Training is fed back to staff during regular staff meetings or through in-house training.
- SENCo and KP liaise regularly.
- All KP's hold or are working towards a level 3 and above in Early Years / educational training and have had experience working with and helping to identify children with additional needs.
- We ensure staff have Safeguarding training.
- We ensure that there is always someone who is Paediatric First Aid trained working with children.
- Receive training from a relevant professional to be able to administer medicine to cater for a child's needs.
- Some staff have received 'step-on' training, which involves promoting positive behaviour and interactions with children. This is filtered to other staff members during staff meetings and training.

**8. How will my child be included in activities outside the setting?**

- We sign post families to their Family Centre, who have information on activities outside the HWPSN.
- <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx> for the Local Offer in Hertfordshire.

**9. How will I be involved in discussions about and planning for my child's learning and development?**

- You will be invited to a 6-8 week review to discuss and look at how we can work together.
- Parents are involved throughout, from time of identification, through to transition into your child's next school, by informal chats, progress meetings, Tapestry, KP updates and outside agency information.

**10. How accessible is the building / environment?**

- The building is fully accessible, with a disability ramp and disabled toilets. Our main fire doors lead out onto the disabled ramp.
- We have a 'Welcome...' sign in different languages and can have any of our paperwork translated into a different language on request.
- We have a huge area indoor space in which the children can play and explore, with two large windows at almost ground level for children to receive the benefit of sunlight and a view of a playing field.
- We have access to a gated park area and tend to go to outdoor play in small groups or as a whole group. All children and staff wear safety hi-viz vests. We promote safety by asking children not to speak to anyone who is not wearing a hi-viz vest. We also sing a song while walking to the park, promoting walking safely and highlighting stranger danger.
- We use multi-level play, with activities at floor level, table height and trolley height. Our room dividers have pictures depicting children from ranges of background and abilities. They also have pictures and words on each draw to enable the children to know what is inside, acknowledging children's different cognitive ability.

**11. How will the setting prepare and support my child with transitions between home, settings and school?**

- Prior to your child starting, we offer a home visit from your KP and another staff member. This is an opportunity for your child to get to know us and where you as a family can ask questions and help us to build a picture of what your child needs from day one. At the visit we show photographs of the building, staff and activities.
- We give parents an essential information welcome pack. We have a Settling-in Policy, which puts your child and family at the centre.
- We understand that parents are anxious at the time a child starts, therefore we will take your lead on how you would like to settle your child. We do give advice and offer our vast experience in settling children.
- The term prior to a child leaving, we will invite teachers from their future school into setting, to help build relationships and offer information on how to support. All assessments and relevant documentation are

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passed on to your child's next school. Our SENCo or KP may also accompany your child for some transition times into their new school.

- Transition books can be made up for a child starting or leaving our setting.
- Transition board showing the children, new schools they will be attending and uniforms to match. We 'buddy' children together during play and at lunch who will be attending the same school. This is to promote friendships prior to transitions.

### **12. How will [the setting's] resources be used to support children's special educational needs?**

- We maintain a higher than required ratio of staff to children in order to provide extra support.
- We are proactive in looking for resources and activities that support children's learning. We may purchase new equipment and toys if needed but can often adapt what we have.
- Our toys and equipment reflect the differentiation in children abilities and are accessible from various trolleys around the room.
- We are a pack away settling; therefore, we listen to children's voices and offer options of choice.
- Staff members can easily access toys a child requests or shows an interest in. A lot of our toys are sensory, textural, promote muscle development and communication.
- As we are a charity, we fund raise to buy equipment and toys, therefore, if there is anything specific required, the money raised can be used for this purpose.

### **13. Who can I contact for further information about the Early Years Offer in the setting?**

Pre-school Leader & Manager – Jacqui Thorp (BA hons)

SENCo: Charlotte Slee (Early Years level 3)

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