

SEND Local Offer

Ramsden Preschool

OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their 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.

1) How does Ramsden Preschool know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Ramsden Pre school allocate a key person to each individual child. 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 discuss these with your child's key person, the Send, Enco team or the manager.

Reports from health care professionals, such as health visitors, speech and language therapists, will identify your child's individual needs. We welcome parents and professionals to share all information/reports to ensure we are planning to meet your child's needs appropriately.

Ongoing observational assessments are made of all children and are linked to the Development Matters ages and stages of development. This in some cases helps to identify individual needs. These observations will be discussed with the SEND/ENCO team. If your child's key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child's learning and development.

Our SEND/ENCO team will offer support and advice to your child's key person and other staff in the setting and will also liaise with other professionals to seek advice and support in identifying individual needs if necessary.

2) How will you support my child?

Before starting at Ramsden Pre school we will invite you and your child to visit our setting and for you to be able to speak to your child's key worker about our routine. This is part of our 'The role of the key person and 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. This time also helps us to build a picture and gain information about your child.

We will ask you to complete an all about me profile which gives us an insight to your child; this will help us to identify your child's strengths and needs.

We will work with you to support your child, listening to you and your child. Our SEND/ENCO team will explain how children's individual needs can be met by planning support using an Individual Educational Plan (I.E.P) or Educational health care plan (EHCP).

Observations, assessments and evaluations all contribute towards I.E.P.s/E.H.C.p's and your child's key person will oversee the targets.

These are always available for you to view and comment on. They are locked away securely after session.

The SEND/Enco team will always be available throughout all sessions that your child will attend.

When a need has been identified we will seek your permission to contact other professionals to access additional support.

We will work in partnership with you, reviewing the IEP/EHCP targets, and planning new ones together, and give ideas to use at home to support your child.

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

We will get to know about your child before they start and through ongoing observational assessments. Targets linked to the Early Years Foundation Stage ages and stages of development will be set on IEP's\EHCP's to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to this, they will have a Learning Journal; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps.

Your child's key person and our SEND/ENCO team 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 with your prior permission.

The children are involved in planning their next steps if developmentally able.

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

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?

Assessment systems are in place such as the 2 year progress review, under 3's next steps and over 3's next steps which are all linked to the EYFS ages and stages of development.

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

Newsletters are on our website and information is displayed on our white trolley in the small hall. Weekly emails are sent out to all families to inform you of what we have been doing and what we will be doing the following week.

5) 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. 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 plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should you child require regular 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 Health and Hygiene Policy.

Sue Nicoll is our Designated First Aider. Staff are vetted and a vigorous recruitment process is in place. Sue Nicoll is also our Designated Safeguarding officer, who attend regular training,

Policies and Procedures are available for parents at all times on the white trolley and on our website.

Activities will be adapted to ensure your child 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 book

area is welcoming and provides a quiet area to retreat to if your child is tired, or needs some quiet time.

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 you and your child to provide a consistent and planned approach to improve behaviour. For further details, please see our Policy.

6) What specialist services and expertise are available at or accessed by our Pre school?

Katharine Waite was a manager at an all day nursery in Essex and was the SEND Officer for 10 years and is very experienced with working with children with specific needs and English as an additional language.

Caroline Mizen was an additional support at a school for a child with ASD.

Denise Carrington worked for a pre school in Essex and worked as an additional support for a child with Cerebral Palsy and ASD. Denise has also worked with a child selective mutism and ADHD.

Diane Greenwood has experience with a child with ASD and was an additional support.

Barbara Thorpe has worked in a nursery in Essex with a child with many different needs.

All of our staff are experienced working with the Early Years age group and understand Child Development.

Staff have accessed specific training on Speech and Language courses, Positive Behaviour Management, Autism and lots more. We attend regular training to update our knowledge.

We have experience of working with children with English as an additional language and seek Bilingual support. The setting endeavours to cater for children from other cultures and religions and has multi-cultural resources within our setting. We value and respect others beliefs and visual support if given such as communication books, photos and visual timetables.

We have links with our local Children's Centre and can sign post you to support which is available through there, for example drop in Speech and Language sessions.

We will work alongside the specialist services involved with your child and they are welcome to visit our setting. Working closely with you and your child will enable us to build stronger relationships and understand your support needs better.

7) What specialist services and expertise are available at or accessed by Ramsden Preschool?

Parental agreement will always be obtained before any outside agencies become involved.

Ramsden Preschool staff have accessed child development training and have experience working with the Early Years age group All have a First Aid qualification and some members of staff have

attended Speech and Language training, supporting Early Communication English as an additional language.

All staff regularly attends training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. Further training will be sought and accessed to support an identified SEND.

8) How will my child be included in activities outside including trips?

All visits or trips would be 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. All parents are invited to join us on our trip.

A risk assessment would be carried out prior to the visit.

We would also take along any aides or medication your child as identified.

9) How accessible is our setting environment? (Indoors and outdoors)

We have a large hall, and an enclosed garden area; the main access has a very slight slope and is accessible for wheelchairs; one disabled toilet with rail, with dedicated changing facilities, plus changing station in main hall.

We have large facilities and environment can be adapted to allow easy access and movability. Toilet access is also level and there is disable parking directly opposite setting.

If you are a parent/carer whose first language is not English, you can nominate a representative who speaks English, or if possible, we can arrange for an external interpreter.

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

Additional funding may be obtained by the setting to help us meet your child's needs.

Regular Risk assessments are carried out to ensure our environment is safe and secure.

10) 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 you and your child prior to your child's start date, when they 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 other agencies, and to agree with you a consistent approach to ensure the continuity of care for your child.

We have a well prepared and tested, 'Settling In and Transition Programme'. 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 your child have difficulties settling in.

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

Staff and children make visits to the local schools when and where possible. We have very good relationships with our Feeder schools and professionals within our area. We have an excellent reputation with our local community.

Your child's Learning Journal, IEP's/ECHP and any other information that may be relevant to your child will be passed on to the new setting with your permission giving them the time to make necessary plans for any changes they may need to make.

11) How are Pre schools resources allocated and matched to children's special educational needs?

A dedicated budget is available to train staff to support your child in our setting, if required. The Family Centre offers us a Lending Library of toys, Sensory Equipment and Topic Boxes.

We have excellent facilities and resources within the setting.

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

The current code of practice is being reviewed and will be actioned September 14. The proposal is to remove labelling, such as, children on School Action and School Action Plus, with the emphasis being on meeting the children's needs by ensuring their individual needs are met appropriately, for them to achieve.

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the Key Person, the SEND/ENCO team will identify what support is required.

Extra support will be put in place if necessary.

Ongoing partnerships with you, other professionals and Together with our SEND/ENCO team will support the decision making process to planned targets on the IEP'S\EHCP's. The IEP/ECHP's 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 SEND/ENCO team will give advice on meeting your child's needs within the preschool 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 settling 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 Preschool? How can I be involved?

We value parents/carers involved with the playgroup. Parents/carers can come in to the setting to see their child in the play environment.

You are involved in identifying needs, information sharing identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.

Your permission will be sought before involving outside agencies and you are able to volunteer to help in session if you wish.

You are welcome to become involved in fundraising for the preschool within our committee.

Parents can email or telephone Sue Nicoll, with any concerns or information when parents, are unable to come into setting. Email info@ramsdenpreschool.net

Parents are welcome before and after session and Key Persons are always available.

14) Who can I contact for further information?

The playgroup Manager/ SEND/ENCO team 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 the Families Information Service, Health Visitors, Speech and Language .

Local Family Centre's have Family Link Workers, who can support families with all processes at home and within the setting. They can help with forms, computer/internet access and guidance in when to access support and funding.

Denise Carrington is our Positive Behaviour officer and can offer advice and strategies to cope with undesirable behaviour. Denise ensures that we reward positive behaviour through our pasta point system. This encourages all children to want to help and be kind to all peers. We have Preschool rules that the children are aware of and are rewarded when these are followed.