



## **Children with SEN and/or disabilities: What we offer**

The aim of this document is to enable families to see the support that they would receive for their child at Fazeley Pre-school. It provides clear information about what we have already put in place to enable your child to achieve to their full potential. We work within the guidance of the Early Years Foundation Stage (EYFS) framework and use this to promote each child's learning and development. We regard each child as being unique and endeavour to meet their individual needs.

### **How the setting knows my child needs extra help and what should I do if I think my child may have Special Educational Needs?**

At Fazeley Pre-school each child has a keyperson. 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 ask us to meet with you in private to discuss this with you.

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

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

These observations will be discussed with the SENCO (Special Educational Needs Co-ordinator) Rachel Smith and the Manager, Paula Thompson. If your child's keyperson 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 keyperson and other staff in our setting. She will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from the Area SENCO with your permission.

### **How will you support my child?**

Before your child starts with us, as part of your Welcome Pack, you will be asked to fill in an initial child profile questionnaire about your child. This will help us to get to know 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 an SEN Support Plan and advice from the Area SENCO. She will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards Support Plans and your child's keyperson would oversee the targets on the plan.

Your child's keyperson will be in for most of the sessions your child attends so enabling her to foster a relationship with and get an understanding of your child, and if this was not possible, the SENCO or Manager would be present.

They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.

The Manager 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 the Support Plan targets and planning new ones together, giving you ideas to use at home to support your child.

### **How will the setting prepare and support my child joining you, transferring to a new setting or to primary school?**

We have an Open Night for parents/carers, which gives you the opportunity to meet with your child's key person, to look round the setting and attend a presentation which gives an insight into what our ethos is all about and what you can expect from us.

We also offer a pre-admission visit for you and your child. This also gives 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. We can agree with you a consistent approach to ensure the continuity of care for your child. This can also be done at a separate meeting before your child starts if you prefer.

We will meet with other professionals e.g. health care professionals to put in place transition planning/health care plan, or to seek relevant training before your child starts.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new keyperson/teacher 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 will hold a transition meeting at your convenience, to plan transition for your child into their new setting, giving the new setting time to make necessary plans for any changes they may need to make, sharing targets on your child's Support Plan and minutes of review meetings along with any other information that may be relevant to your child.

It may also be possible to arrange for your child's keyperson or our SENCO to attend settling in sessions at your child's new setting with them to help promote a smooth transition.

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

Your child's keyperson is your first point of contact if you would like to discuss your child's needs or if you would prefer a meeting with our SENCO can be arranged to discuss things in more detail. 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 therapists, children's centre staff, and the inclusion officer for our area and can access support from the Area SENCO and Early Years Advisory Teacher with your permission.

If your child's need has been referred to a specific team, such as the Autism Outreach Service, we will support you in accessing support from them.

Our Manager is also our practitioner for behaviour management and can offer advice and strategies to cope with unwanted behaviour.

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 is displayed in our Policy Folder and on our website. Ofsted's contact details are also displayed on the noticeboard.

### **What are the responsibilities of your committee in enabling and supporting inclusive practice?**

Our committee is responsible for enabling the Manager to create inclusive policies, ensure policies are in place and up to date, ensure staff are able to attend relevant training, ensure staff meetings take place to explore SEND and inclusion issues, ensure the environment is inclusive and to provide information packs for parents. They also promote our open door policy, to ensure that we are welcoming and respectful for all.

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

Assessment systems are in place such as the 2 year old check, on-going observational assessment which are all linked to the EYFS ages and stages of development. We have termly 'Superstar' meetings for you to attend to discuss with your child's keyperson the progress they are making, along with review meetings of your child's Support Plan carried out in partnership with you.

Various 'Stay & Play' sessions allow you to stay and to see your child in the context of our Preschool and social events throughout the year help you to build relationships with practitioners in the setting.

We are a very welcoming and happy setting with very good relationships with our families. We have daily opportunities when you are welcome to tell us of your child's progress and gives opportunities for two way communication between us.

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. Telephone calls and email can be used if parents work and are unable to bring/collect your child from Preschool.

We send out newsletters termly to keep you up to date with what is happening in Preschool and we have a weekly photo blog and facebook page. There is lots of information on our notice board and look out for posters of forthcoming events and news posted on the entrance door.

### **What support will there be for my child's physical and emotional wellbeing?**

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach for your child to feel welcome into our Preschool.

They provide good role models for positive behaviour, and we are consistent in our day to day care of all our children.

We are flexible in our routines so can provide a positive environment for your child's needs and personal care, such as changing pullups etc. respectfully.

Personal Health Care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required.

Activities will be adapted to ensure your child is able to interact fully with their environment and visual strategies, such as a what's now and next board can be used to help them to understand our routines. The book corner provides a safe, quiet area to retreat to if your child is tired or needs some time to themselves.

### **What specialist services and expertises are available at preschool?**

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

Staff have accessed specific training on Makaton, Autism awareness and Speech and Language courses plus many more.

Our SENCO attends regular network meetings to keep up to date with the latest information and news.

### **How will you help me to support my child's learning?**

In our Welcome pack we provide you with information explaining the EYFS and Development Matters. There is also information on our website explaining the EYFS.

Your child's keyperson or SENCO will discuss with you, at your child's Support Plan review meetings, how best to support your child and give you ideas for activities at home that will mirror what we do at Preschool.

If your child has specific identified needs we will work with the team, supporting your child and explain to you how we are acting on advice given by them to support your child.

We can 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.

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

We encourage you to be involved from the first visit to Preschool to register your child at our setting, going on to our Open Night and the Pre-admission visit where the child's strengths, needs, likes and dislikes are discussed 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 at Support Plan meetings.

Your permission will be sought before involving outside agencies.

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

We will get to know your child before they start with us through meetings with you and other professionals who are involved. 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 will be used as a starting point within the first weeks of starting linked to the EYFS ages and stages of development. Targets will be set on Target Plan's if necessary to support the learning and development of your child. This enables planning for individual needs and learning goals.

Your child's keyperson 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 assessment from other professionals before your child starts and advice from the Area SENCO will be sought with your permission and if necessary.

### **What training have the staff supporting children with SEND had or are expected to have?**

Our SENCO has completed numerous training courses and attends SENCO network meetings to update her knowledge. She uses this information and her expertise to pass on relevant information to the rest of the staff team and to lead our own inset training on specific subjects.

Staff training records are held on file, and relevant training can be viewed on request to the Manager

### **How will my child be included in experiences away from the setting?**

We will endeavour to include parents in the planning of visit off site to identify the strengths and needs of your child. We can prepare a photo book for your child so they know what to expect on the visit and we invite all parents to join us on our annual trip.

We would carry out a risk assessment linked to the visit and the needs of all the children.

We would also take along any aides or medication your child may need. All visits or trips would be planned in order to include all of our children.

### **How accessible is the setting environment?**

If you are a parent who does not have English as your first language, we can involve another family member who speaks English, or if possible arrange for an external interpreter.

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.

All children made very good progress within our setting and were happy and well catered for.

We have a weekly photo blog which shows what we have been doing each week.

Signs and posters around the setting are used with pictures to direct children and adults.

Accessible toilets and changing facilities are available and our building is all on one level so therefore has wheelchair access.

We provide multi sensory activities as part of our planning.

Policies are updated regularly and are available for parents in the folder in the foyer and policies relevant to the care and education of the children are posted on our website.

### **How are the settings resources allocated and matched to children's special educational needs?**

We have a delegated budget, used to train staff, for example in Makaton, and Inclusion funding can be applied for to support your child in our setting if required.

We also budget to provide for resources such as a visual time table.

### **How is the decision made about 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 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 discussion making process.

Our SENCO will give advice on meeting your child's needs within our Preschool in consultation with you and other professionals where necessary with your permission.

Our SENCO will advise you on the process of applying for extra support and the Inclusion funding process will identify the level of need based on the evidence submitted by the setting and other professionals who are working with you and your family to support your child.

Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

The Area SENCO or the Early Year Advisory Teacher or other professionals working with our SENCO will support the decision making process to planned targets on the Support Plan. The Support Plan will be written with you and will include how you can support your child at home.

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.

For more information please contact us. Our SENCO is Rachel Smith and Manager is Paula Thompson.