

The Local Offer

The Children and Families Act 2014 outlines the requirements of local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them.

OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The following questions and answers form our local offer and shows how we provide for children with special educational needs and disabilities.

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

At Upton Methodist Church Preschool each child has a key worker. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. As part of our induction practices children and parents are invited to a 'stay and play' session where they will be introduced to their keyperson and if necessary, the SENCO (Special Educational Needs Coordinator) so that initial plans and any special arrangements for the child can be discussed. For a child with complex needs a Pre-school entry meeting may be arranged with the parents. We are aware that each child is unique so our plans and arrangements for children are just as unique and tailored to the specific needs of each child. If you have any concerns about your child's development you can ask for a time when you can discuss this in private with them.

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.

Ongoing observational assessments are made of all the children once they have started with us 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 SENCOs (Special Educational Needs Co-ordinators) Tina Hodd and Karen Mildren. If your child's key worker 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 key worker 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 Dorset Council Early Years Team, if needed.

How will you support my child?

On starting at Upton Methodist Church Preschool you will be given "an all about me" pack to fill in about your child, to help us to share information 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.

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, and agree

with you a consistent approach to ensure the continuity of care for your child. This can also be done in a 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.

Our SENCO will explain how children's individual needs can be met by planning support using a Child Centred Plan (CCP). Observations, assessments and evaluations all contribute towards CCP's and your child's key worker would oversee the targets set.

Your child's key worker will be in most sessions your child attends, foster a relationship with and understanding of your child, and if this was not possible, the SENCO would be present. They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. The SENCO will work with all staff to ensure we are providing the relevant and appropriate support.

How will the setting prepare my child, transferring to a new setting or to primary school?

We have a strong relationship with our local school and regularly meet with them to ensure smooth transition for all of our children regardless of their needs. This includes network meetings with the reception team and other local settings to look at general areas of need and how to help with this. We are able to request training and support for particular children if the need arises. The manager of the preschool and the Special education needs and safeguarding coordinator meet regularly. The school arrange transition visits for all children in the summer term and also visit the children in our setting. They discuss with the management team each child so any needs can be highlighted. In the case of a child with additional needs we can do more than this. As soon as we know that the child would like to go to Upton Infant School we arrange for a visit from their SENCO, Reception lead or Speech and Language specialist Teachers assistant, depending on need. We will hold an additional transition meeting and invite any professionals who are involved with the child. For example, Speech and Language therapists, Occupational therapists and Health Visitors, although this is not a complete list. If it is deemed appropriate, we can plan additional visits for the child to the Infants with their keyworker to spend some additional time getting used to the new setting and also so they can learn about your child too.

In August we offer a joint transition programme. This involves the Infant school opening for one morning per week for four weeks. Children who may have additional needs or be a little uncertain about the change to school will be offered a chance to attend. It is staffed by both preschool staff and school staff to bridge the gap between the two settings. This has proved to be extremely successful in helping children settle into school.

We appreciate that not all of our children will attend Upton Infant School and if another mainstream school is selected, we will contact them as soon as possible to arrange meetings and visits as required. If your child goes on to a specialist setting there will also be a strong transition involving meetings with all concerned and additional visits prior to start in September and we will follow their transition programme. This is individual to each school.

If your child should attend another setting whilst with us or leave to go to another setting, we would invite your child's new key worker/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 transition meetings 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 CCP's, 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 key worker to attend settling in sessions at your child's new setting with them, to help promote a smooth transition.

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. We are very proud that the chair of our preschool committee used to be a primary school teacher and still helps to run parenting course. This means that she is ideally placed to offer support and understanding whenever needed.

How will I know how my child is doing?

Assessment systems are in place such as the 2-year-old check and ongoing observational assessments. These are all linked to the Early Years Foundation Stage (EYFS) ages and stages of development. All of these assessments are recorded on an online journal system called Tapestry. This system allows you to see observations, including photos and written notes on your phone, tablet or computer. It also gives you the opportunity to comment on any observations posted. We encourage all parents to also add observations onto tapestry so we can get to know your child even better. This two-way communication allows the parents and carers to add to and support your child's learning journey.

We have parent evenings for you to attend to discuss with your child's key worker the progress they are making, along with additional review meetings of your child's CCP carried out in partnership with you.

We undertake a 'progress check at 2' which supplies parents/carers with a short-written summary of their child's development in the 3 main prime areas;

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

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 can be used if parents work and are unable to bring/collect your child from preschool.

We use an app called Family to register children's attendance and monitor holidays and sickness. This app has a Facebook style newsfeed and we use this for reminders about upcoming events. Family also has a private messaging system and parents are welcome to use this to contact us about their children in a secure way at any time.

We also send out newsletter's half termly, to keep you up to date with what is happening in preschool.

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. Two members of our staff are trained in Incredible Beginnings and the manager and chair of committee are Incredible Years trained. These positive parenting courses have given the whole setting the tools needed to support the emotional wellbeing of the children in our care.

Our staff provide good role models for positive behaviour, and we are consistent in our day to day care of all our children, and our happy children at preschool are testament to this.

We are flexible in our routines to provide a positive environment for your child's needs, and provide personal care, such as changing nappies, 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. **Should your child require regular prescribed medication then a named member of staff will be responsible for the administering of this and you will be required to fill out and sign a 'medication administered form'**

Activities will be adapted to ensure your child is able to interact fully with their environment, and visual strategies if required. We have a quiet room and book corner providing a safe, quiet area to retreat to if your child is tired, or needs some time to themselves. Your child's key worker will be present for these times.

What specialist services and expertise are available at preschool?

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

We have good links with our local Children's Centre and Family Partnership Zone and we can sign post you to support which is available through there, for example Parent support officers, inclusion officers, and social care. We can offer support through our Early Year Advisory, with your permission, and if your child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting your child's needs.

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

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

Your child's key worker or SENCO will discuss with you, at your child's CCP review meetings, how best to support your child and support you with ideas for activities at home that will mirror what we do at preschool. We can research and source additional resources for you as required.

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 will 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 visits to preschool, to register your child at our setting. The child's strengths, needs, likes and dislikes are discussed at this time 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 CCP review meetings. Your permission will be sought before involving outside agencies, and you are able to volunteer to help in sessions if you like.

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

All children are planned for individually and we will get to know your child before they start with us through visits to the setting, 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 CCP's if necessary, to support the learning and development of your child. This enables planning for individual needs and learning goals.

Your child's key worker 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 staffs supporting children with SEND had or are expected to have?

Our SENCO has completed the New to SENCO training, and attends SENCO network meetings, and passes on this information to other staff at staff meetings.

Some staff have attended communication and language training, had training on diabetes, and all have attended Epilepsy awareness training and are first aid trained. Other courses completed include supporting a child with visual impairment, various portage courses and welcoming a child with autism. This is not a complete list as training is completed as and when it becomes available or necessary. We are always happy to attend additional training if the need arises.

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 invite all parents to join us on our trip.

We would carry out a risk assessment linked to the visit and the needs of all the children, including parent and supporter prior to our trip. 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 speak English, or if possible, arrange for an external interpreter.

Accessible toilets and changing facilities are available, and we will explain any limitations of the building we use to you on your visit.

We will work closely with parents to access any specialist equipment that may be required. The pre-school is all on one level and our entrance and exit can be via a ramp. Our outside area is on the same level

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

We are able to apply for additional funding in some cases and this would be discussed with you if you feel that you would be eligible. We will take reasonable steps to purchase or borrow any additional resources required as and when needed.

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

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.

The Area SENCO or the Early Year Advisor or other professionals working with our SENCO will support the decision-making process to planned targets on the CCP. The CCP 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.

Who can I contact for further information?

If you wish to discuss your child's needs prior to starting you need to contact either Karen Mildren (Manager) or Tina Hodd (Deputy)

We always encourage prospective parents/carers and children to visit us. You can observe the children in the setting and discuss your child's interests and needs.

- If your child has particular medical needs a medical care plan will be put in place, in conjunction with yourselves and the relevant agencies.

we would involve Health Care Professionals in the training

- **If your first language is not English.** We can contact a translation service to help us work together.

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 the hall, and is also in your copy of our Prospectus and Policies. Ofsted's contact details are also displayed in the hall.