

The Children's Workshop

Local Offer: Children's Workshop Pre-School

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?

All about me forms, SEND Arrangements and, if in place, an Education Health and Care Plan (EHCP) will provide information relating to a child's individual needs. These will help staff to put in place specific support prior to a child starting pre-school.

Parents are encouraged to speak to a child's key person or the Senco. We have an open-door policy, so parents do not need to make an appointment. Parents can speak with staff at the beginning or end of the session, by telephoning during working hours or by leaving a message outside of these. Messages can also be sent by email and these will be passed to the relevant member of staff. Parents will be able to speak to staff about their concerns in a quiet confidential area.

A key person will carry out regular observations, assessments and will monitor a child's progress

A letter from your Health Visitor should be sent inviting you to a 27-month review and this may help identify areas of a child's development which may require extra support and further assessment. In addition to this the child's keyworker will complete a 2-year developmental check in the first term if age appropriate. Our assessment will be placed in the child's red book for the health visitor to view and we appreciate a copy of any assessment from the health visitor to enable us to put in place any support needed.

If a parent has expressed a concern regarding their child's development or a member of staff has notified the Senco, a meeting will be arranged with the parents to discuss a child's needs. If necessary an Individual Support Plan (ISP) will be created, clear targets will be set and reviewed every six weeks.

If the Senco or indeed the parent is concerned about a child's progress, SEND Arrangements and an EHCP can be completed. An Early Help Assessment considers a child's progress and their needs and helps determine which services are best suited to meet the needs of the child.

2. How will the Early Years Setting support my child?

The Senco will oversee the planning of your child's education. It is the responsibility of the Senco to liaise closely with parents and outside professionals to create and maintain a realistic plan to support the needs of a child. Any

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assessments and reports made by outside agencies are sent to the Senco and incorporated into creating targets in a child's ISP. A child will be set targets relating to their needs which will be assessed and reviewed by the Senco every 6 weeks. If certain targets are achieved, new targets will be set, or existing ones will be amended to meet the needs of the child. The key person will work using these targets with the child in a 1-1 or group situation depending on the needs of the individual child. The Senco, key person and parents work closely to review the child's progress.

The Senco can also invite The Early Years Child Services to provide additional support and strategies which best fit the needs of the child. Parents will be invited into pre-school to discuss these.

If a child has additional needs and is not making progress, an Early Help Assessment may be completed. A plan will be created whereby the child is referred to the appropriate professional and if needed a team around the family is set up. This will be made up of professionals from health and education to support the child and their family.

Staff regularly attend relevant training courses and workshops. The Senco also attends SEN Forums where up to date SEN information is discussed and shared

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

Each key person carries out regular observations of children. Activities are planned each week, and these can be adapted to meet the needs of the individual child.

An ISP sets targets which have been specifically designed for an individual child.

Funding can be applied for so that additional staff can be implemented to support a child in a 1-1 or group activity.

The environment can be adapted, and funding applied for to ensure that it is best suited to the needs of all children. The pre-school has wheelchair access and disabled toilets.

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?

ISP's are reviewed every 6 weeks and parents are invited to discuss their child's progress and their next targets.

Day to day feedback on their child will be given. Meetings can also be held to discuss their child's progress. Parents can view their child's progress through Children's Workshop Local Offer – updated Spring 2018

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Tapestry at any time and will be informed of their child's achievements. The key person will offer suggestions and guidance to parents about their child's learning at home. Parental involvement is an integral part of this process and we believe parents are an essential part in contributing to the support for children with SEN.

5. What support will there be for my child's overall well-being?

All about Me, Send Support Arrangements and EHCP forms provide us with information which helps to create a holistic picture of each child. It gives staff an insight into a child's interests, likes and dislikes as well as any specific medical needs or existing special educational needs.

We have policies and procedures in place to ensure that a child's well-being is supported.

All members of staff are Paediatric First Aid trained

The administration of medicines is carefully recorded in our medicines folder and parents are asked to sign every time a medicine is administered

We work closely with other professionals who can provide support for children and their families. We liaise with professionals from Sure Start and Children's Centres, outside agencies such as Physical, Sensory Support and Race, Equality and Minority Achievement (REMA).

The Senco monitors a child with special educational needs and will discuss their findings with all staff and parents ensuring that the well-being of the child is supported.

6. What specialised services and expertise are available at or accessed by the setting?

If a child requires support from outside services, parents will be consulted, prior to any support actioned. Some specialist services will attend the setting and observe children in the pre-school environment.

Children's Services offer advice to parents offering parenting classes, playgroup schemes.

The Senco can refer a child to specialist services which may include speech and language therapists, occupational therapists, health visitor, GP and Paediatrician. Specialist services are also available at Children's Services making this convenient for parents to access.

The Senco can apply for a grant which can be used to fund additional SEN staff to provide support in a 1-1 or group situation.

The setting is in contact with Early Years Child Services which offer invaluable support and expertise. They will observe and discuss a child's needs with the

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Senco and parent. They will recommend the next steps and offer advice and support to the setting and parents.

The setting can have contact with REMA who offer advice and support to children and their families who have English as an additional language. Physical, Sensory support is also available to access and support children.

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

The Senco and Deputy Senco have attended the Code of Practice and inclusion course. Some members of staff have been trained in Makaton. The Senco attends regular SEN forums, run by Surrey County Council (SCC), which offer an opportunity for Sencos to meet from a range of different settings. Staff have attended SCC courses and workshops, and these are also run in-house.

8. How accessible is the existing environment?

- There is wheelchair and pedestrian access to hall and large playground.
- A disabled car parking space is available
- There is double door access to the setting and a ramp to the large outside area.
- There are disabled toilets and changing facilities.

9. How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

The All about me Forms which include the one-page profile provide invaluable information about your child which helps with the settling in process and transition.

A meeting can be arranged with the Senco and parents to discuss the individual needs of their child prior to a child starting at pre-school.

A visit to the setting is normally arranged in the term before a child begins pre-school for both the child and parents. As a settling and familiarisation visit is offered during an afternoon from 1.30pm – 3pm in the Summer Term. This is followed by a Welcome morning in the week the child is due to start in September. However, if a child is not settling we will of course contact the parent and arrange collection of the child. A gradual settling in process may then be required.

Each child is allocated a key person to help the child settle. If necessary, a member of staff will telephone parents to let them know their child has settled.

Transition to School

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The Senco will complete a Transition Form which informs the receiving school about the needs of the child. With permission, information such as their ISP's will be shared and a meeting with all parties and agencies involved will be arranged in the Summer Term. The meeting will include parents, CW Senco and keyworker, School Senco and any professionals involved. The meeting will discuss the child's needs to ensure a smooth transition is made from pre-school to school.

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

The setting can apply for various grants including discretionary funding for individual support and an inclusion grant for group support. The funding can be used to employ additional SEN staff who can provide 1-1 support, meeting the child's specific needs set out in their SEND Arrangements or EHCP.

To ensure families and children whose first language is not English, fully access information about pre-school, staff will ensure that information is explained and if necessary will approach Children's Services to provide further support in providing a translation service. REMA can also be contacted if the setting requires further support.

Once the needs of a child are established funding can be applied for so that specific resources can be purchased to meet the need of each child.

The Children's Workshop have the following resources:

- A quiet sensory area with auditory and visual aids
- Safety surfaces in both outdoor play areas
- Sensory and wildlife garden areas

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

A decision on the type of support needed will be based on discussions with parents, Senco and the recommendations made by the relevant professionals

A child's Send Arrangements and /or EHCP will help to provide staff with information about a child's specific needs and an informed decision can then be made

Discretionary funding can be used to allocate specific staff with relevant experience and training to provide 1-1 support

The Senco will create an ISP designed to provide specific targets and support

The ISP is reviewed every 6 weeks. The Senco will liaise with a child's key person and a meeting is arranged with parents to discuss the next steps.

12. How are parents involved in the setting? How can I be involved?

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Parents are encouraged to be included in pre-school life and we actively welcome parents and value their involvement whether it be coming in to read to children, take part in activities or help at special events.

We value parents sharing their knowledge about their child's needs, interests and progress.

Parents are encouraged to fill in the comments/ suggestions book

Parents are also encouraged to share any wow moments their child has had outside pre-school either verbally or via tapestry.

Parents will also find our noticeboard in the entrance areas which display useful information

A half termly newsletter is emailed to parents

Parents are invited to join the parent support Group and meet other parents.

We have a Facebook page and Tapestry is updated weekly to inform parents about daily activities, special event or visitors.

Parents can arrange regular informal meetings with their keyworker or the Senco.

There is an open-door policy.

13. Who can I contact for further information?

The keyperson is available to discuss your child's progress

The Senco can discuss your child's support and education

If you have any concerns about your child, please speak to a manager or the Senco.

Please contact our administrative manager to arrange a viewing, settling in session or for any additional information about the setting.

The Senco is Fiona Axton. Fiona can be contacted on the pre-school phone number 0208 979 0692 or by email at fiona@childrensworkshop.co.uk Additional advice and information can be found on the local authority website surreycc.gov.uk or Children's Services, Partnership with Parents, your Health Visitor and GP.