

Stone Cross Independent Pre-School Offer to Children with Special Educational Needs and Disabilities (SEND)



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

Stone Cross Pre-School is an inclusive pre-school in which all children are supported in reaching their potential. Before your child starts at the pre-school, you are invited to bring them to a taster morning, which gives you the opportunity to share any concerns you may have. You will be asked to complete an 'All About Me' sheet so that staff can find out more information about your child before they start and this again gives you the opportunity to raise any concerns you may have.

Once your child starts at pre-school, they will be assigned a key person who will be your first point of contact. Your child's key person observes and supports their learning and will discuss any concerns and ways forward with you. You will also be introduced to the Special Educational Needs Coordinator (SENCO for short) and their role will be explained.

We hold termly parents' consultation meetings, for an informal chat and to review your child's recent progress. This is an ideal opportunity for you and staff to share information and observations. Staff carry out the 'Two Year Old Check' which is shared with you, and you are encouraged to share any information from the check that your health visitor makes at this stage. We have good relationships and links with outside agencies and continuously review and evaluate our 'Valuing Diversity and Promoting Equality' and 'Supporting Children with Special Educational Needs' policies.

2. How will pre-school staff support my child?

When a setting based support plan is implemented you, your child's key person and the SENCO are all involved in setting targets. There will be a timescale in relation to the review of these targets and it will detail ways in which pre-school staff will support the child in meeting their targets, as well as suggestions for follow up ideas at home. The key person will support your child on a regular 1:1 basis and share progress with you and the SENCO.

We have excellent ratios of staff to children, which means that we are able to offer small group support throughout each session where needed. The SENCO will oversee the plan and its implementation. If further specialist support is needed, the SENCO will contact relevant external services. We provide a wide range of resources and activities to support all levels of learning and requirements. Where necessary, we engage additional support from a range of professionals with whom we work closely. Any referrals to Early Years support services are always done in conjunction with parents. We also maintain close links with our Local Children's Centres and inform and encourage parents to make use of relevant courses.

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

Age-appropriate planning is done weekly by all staff. Planning is based on the interests, strengths and 'Next Steps' for each child and is therefore carefully matched to supporting each child's unique development. Activities are both simplified or extended where necessary. The pre-school has visual prompts throughout, with all staff using those including individual 'Picture Exchange Communication' cards.

Stone Cross Pre School accesses specialist services and provides specific resources where required.

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?

Learning Journey books are used to document each child's progress and are matched to the typical stages of development in the early years, using the 'Development Matters' documentation. A 'Next Step' sheet of your child's progress will be shared with you every 6 weeks and staff will suggest ways in which you can support at home, as well as providing information concerning what staff will be doing in the pre-school to support your child.

The pre-school has an 'Open Door' approach and parents are encouraged to share any concerns they may have in an informal way when they drop off or pick up their child. If a setting based support plan is needed, you are invited to be involved in creating and developing this. We aim to communicate through newsletters with important dates and information half termly. On a daily basis there is a notice board saying what we have been doing. Good news slips from home inform staff of outside achievements and are placed in their learning journeys and are accessible during every session along with the learning journeys. Parents are actively encouraged to contribute to their child's learning journey. Age appropriate homework and phonics books are provided to assist with the transition to school.

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

Routines are important to ensure well-being and there are specific snack-times, we rota a daily nappy-changing person, outdoor play etc. Staff are highly skilled and develop close relationships with the children and their parents and we have good levels of communication. Our policies regarding sick children and medicines are strictly adhered to and acknowledged by all parents/carers. Medicines are stored away safely and information on individual medical and dietary needs is kept in the staff kitchen area. Permanent members of staff will only administer medication or first aid with parent's permission, which is laid out in additional forms and completed prior to starting pre-school. These plans are discussed at key person meetings.

We ensure that we continually update staff by training on child medicine and child protection. We update and review our policies and procedures as and when required or at least once a year. Communicating and evaluating our safeguarding each term ensures robust procedures are in place.

All staff complete a Staff Declaration upon joining pre-school and annually at the beginning of each school year. Staff are DBS checked upon joining the pre-school and processes are in place to ensure a recheck is completed every 3 years.

Children have direct access to drinks at all times. Healthy eating is promoted with healthy nutritious snacks provided. Children are able to help prepare, chop and serve the snack if they wish.

A rigorous Behaviour Management Policy is in place with a designated behaviour manager at both sites. We have a "Child's Voice" section when the volunteer committee meet. This ensures the children can contribute their own views and wishes.

6. What specialist services and expertise are available at or accessed by the pre-school?

Stone Cross Pre-School has access to the full range of Local Authority specialist services in education, health and social care. Two members of staff take part in ongoing training for SENCOs. Referrals will be made by SENCOs, in consultation with you, to any relevant services which would be able to provide specific support for your child. Staff will also work with health visitors, particularly with regard to the 'Two Year Old Check'.

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

The SENCO continuously attend meetings and updates their training to feedback information to all staff regarding policies and procedures. Staff have had specific age-related training regarding child development. Staff have basic Makaton skills.

8. How will my child be included in activities outside the pre-school including school trips?

All children at Stone Cross Pre-School have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child at pre-school and on school trips.

Parents will be asked to meet with staff to plan appropriate support where necessary, and to share ideas about strategies used at home.

9. How accessible is the pre-school environment?

Stone Cross Pre-School at both sites are situated on the ground floor and wheelchair access is easily accessible. We have a disabled toilet at our Memorial Hall site with two well-proportioned toilets at our Nursery Unit site. We have child sized toilets and basins at both sites. Additional aids and any additional adjustments could be discussed to include a child with SEND. We have a Valuing Diversity and Promoting Equality Policy. Visual support appears in all our rooms.

10. How will you prepare and support my child to join the pre-school, transfer to a new setting or school or the next stage of education and life?

We create links with other settings to pass on assessments, learning journeys etc. We have close links with local schools and invite teachers in to spend time with us. Staff also visit other schools with children and attend meetings with SENCOs.

SEND children will be given the opportunity to visit their new setting with the key person or SENCO. We are flexible with all children in trying to make moving as stress free and as enjoyable as possible.

Summative assessments for moving on are completed by the Nursery Unit staff and passed onto the school.

11. How are the pre-school's resources allocated and matched to children's special educational needs?

Individual Needs Assistant follow their key child/children when moving between settings. We use our inclusion grant and any funding we are entitled too. We use internet tools to boost our resources along with and additional training offered by any outside agencies. We make additional resources dependent on the children. The inclusion grant is used to purchase any additional equipment a child might need.

We use such resources as heuristic play boxes and a light tent. We support any additional cost with our fundraising efforts throughout the year.

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

Whatever decisions the professional support team have made, we try to follow through with appropriate measures.

Based on our Setting Based Support Plan (SBSP) tracking we make the decision, with parents, regarding early intervention and what support is needed. Referral forms are always completed with parents/carers by the SENCO.

13. How are parents involved in the pre-school? How can I be involved?

Parents are encouraged to share their knowledge of their child's skills, abilities and interests with the child's key person. We welcome parents joining in with activities in the pre-school and sharing their own skills and interests. Your child's key person will share ideas in relation to your support for your child's learning at home. We provide good news slips and communication books for children who attend other settings. This is a great two-way communication for busy parents too. Our website is easily accessible and updated regularly by our administrator. We are currently in the process of redesigning and updating it. We provide half termly newsletters for parents to stay up-to-date with what is happening in the pre-school. We hold termly fundraising events and also arrange outings which parents are invited to. These are always well attended and a great way for parents to get together. We send home feedback questionnaires at different intervals to find out how successful our communication is.

14. Who can I contact for further information?

Parents/Carers can contact their child's key person at any time.

At the Memorial Hall the Supervisor is Sharon Gavigan and SENCO is Charlotte Izzard. At the Nursery Unit the Supervisor and SENCO is Sharon Griffiths. They are available in person or on the phone and are happy to discuss any specific concerns regarding SEND.

Our Administrator Gaye Nethercot is available Wednesday to Friday.

All contact details as well as detailed information about the pre-school are available on our website which includes our Local Offer.

Information about local services are available on the Local Authority website.

Date 11th November 2014

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