

**Our Local Offer**

Our Local Offer for Children with Special Educational Needs.

**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 Village Preschool Bosham each child has a key worker. 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 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.

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 indentifies individual needs.

These observations will be discussed with the SENCO (Special Educational Needs Co-ordinator) Nichola Webb. 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 keyworker 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 and Early Years Advisory Teacher with your permission.

**How will you support my child?**

When starting at Village Preschool Bosham the Manager or the child’s key worker, will give you a small Welcome 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.

Our SENCO will explain how children’s individual needs can be met by planning support using an Individual Learning Plan and the advice from the Area SENCO. She will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards Individual Learning Plans, your child’s key worker would oversee the targets on the Individual Learning Plan

Your child’s key worker would be in the sessions your child attends, foster a relationship and develop an understanding of your child with support from SENCO.

This 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 Individual Learning Plan targets and planning new ones together and 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 offer you unlimited visits to preschool before your child starts at our setting, for your child to become familiar with the environment and the staff as well as to start building a relationship with their key worker. We provide a flexible settling in period if your child is having difficulties settling in.

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

If your child should attend another setting whilst with us or leave to got 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 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 individual learning plans 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.

**Who can I contact for further information**

Your child’s key worker is your first point of contact if you would like to discuss your child’s needs, we offer advice about other professionals who will be able to support your child such as the Family Information Service, Health Visitors, Speech and language Therapists and the Inclusion Officer for our area, we can also 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, we will support you in accessing support from them.

Our SENCO is also our practitioner for behaviour management, who can help 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 the hall, and is also in our Prospectus and Policies.

Ofsted’s contact details are also displayed in the hall.

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

Assessment systems are in place such as the 2 year old progress check, ongoing observational assessment, which are all linked to the EYFS ages and stages of development. We have stay and play sessions for you to attend to discuss with your child’s key worker the progress they are making, along with review meetings of your child’s Individual Learning Plan carried out in partnership with you.

Parent helper days are available for you to stay and help, and to see your child in the context of our preschool, social events throughout the year help you to build relationships with practitioners in the setting.

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 the child from preschool.

We also send out news letters 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.

They 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.

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 to help them to understand our routines. Flash cards are also available for your child to express how they are feeling about a particular activity/event, and the book corner provides 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 expertises are available at preschool?**

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

Staff have accessed training on Asthma workshops, and speech and language courses, as well as First aid. We have experience of caring for a child with Diabetes and have received training by Diabetic nurses.

We have good links with our local Children’s Centre 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 Teacher, 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 termly network meetings to keep up to date with the latest information and news.

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

On our Information table there is a copy of the Development Matters file, and we provide you with a leaflet explaining the EYFS. There is also information on our website explaining the EYFS.

Your child’s key worker or SENCO will discuss with you, at your child’s Individual Learning 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 will discuss with you on a daily basis at drop off and collection 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 also reviewing progress toward these targets at Individual Learning Plan 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?**

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 Individual Learning Plans 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 SENCO training, and attends termly network meetings, and passes on this information to other staff at staff meetings.

Some staff have attended communication and language training.

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 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 speaks English, or if possible arrange for an external interpreter.

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

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

We provide multi sensory activities as part of our planning.

Policies are updated regularly and are available for parents on the table in the hall.

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

A training budget has been used to train staff 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 Individual Learning Plan. The Individual learning 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 any more information please contact us, and speak to our SENCO Nichola Webb