

Ide Hill Pre-School



SEND Local Offer Local Offer for Children with Special Educational Needs and/ or Disabilities (SEND) (accessible ONLY in England)

How does Ide Hill Pre-school know if a child needs extra support?

Ide Hill Pre-school has an embedded system to ensure that a key person is allocated to every child. This key person completes regular observations using the Early Years outcomes as a guidance tool to assess each child's development which are then used to inform the child's planning around their individual needs and interests. These include interests from home and interests at pre-school. The key person completes assessments on every child to identify any support that may be required. These assessments are shared with the parents who are encouraged to add their comments and reviewed regularly. We then implement a joint approach in the child's future development. When a child initially starts at pre-school we provide an induction morning prior to settling in, where the key person familiarises themselves with the child's individual likes, dislikes, allergies, abilities and enquires if other professionals are already involved. This is the initial opportunity for the parents to identify any needs with the key person so that these can be catered for. In the first two weeks the key person ascertains the initial starting points of development and this is shared at the settling in meeting to identify any supporting strategies to be introduced.

All younger children are further assessed by the key person who completes the Two Year check that is not only shared with parents but can inform alongside the health visitors report where progress may give cause for concern.

How will the staff support the child?

We have a named SENCO Mrs Kellie Ferguson (Special Educational Needs Co-Ordinator) that has been trained through the local authority and she is assisted by another SENCO trained member of staff between these qualified staff they provide support for the key person, child and families to ensure that the child's individual needs are met. They both attend regular further training in areas of specific professional development. We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environment are suitable and accessible for all.

The SENCO works closely with the key person to differentiate resources, experiences and activities to support the child. Providing targeted or personalised plans for each individual child based around their abilities and interests to ensure targets are SMART (specific, measurable, accessible, realistic, time bound). The Tapestry online journals include a SEN section of assessment to support these targets. The SENCO also liaises with the Manager to evaluate the data analysis from "Progress Tracker" and the Tapestry online assessments. SEN is a regular feature on the agenda for all staff meetings to keep the small staff team informed of current developments for the individual children in our care and to cascade relevant training. The pre-school provides a language intervention programme, Talk Boost where children are given opportunities to engage in language rich activities, children are also encouraged to take part in age appropriate small group and individual activities using the Letters and Sound programme.

Ide Hill Pre-school also uses Communication in Print to give visual clues and timetable routine activities. Staff have been trained in the use of Makaton sign language. The environment offers quiet areas both indoors and outdoors. The SENCO liaises with other professionals (with the parent's consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

How are parents / carers included in the child's education and curriculum?

Parent's communication is highly valued and the key person will work together with the parents to ensure that every child's learning is supported. The pre-school has an open door policy and parents are welcome to communicate with their key person at any time and are invited in to a stay and play session every term. At the initial settling in sessions the parent/carers will work with the key person to settle the child into pre-school. The parents are encouraged to work together with the key person in completing observations and share activities through the tapestry online journals from home and from pre-school to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child and embrace the child's learning styles. The parents are invited to attend regular meetings to review their child's progress. Every child has their own learning journal that the parents can view at any time. The pre-school offer's parents; a settling in to address all consultation session, an All About Me consultation and a Transition consultation all stages of development and planning so parents can play an integral role in ensuring their child reaches their full potential. The pre-school has links with the local Children's Centre to provide information about support and training opportunities for families. Parents are provided with an annual anonymous questionnaire where their complaints and compliments are valued and used as a self-evaluation tool which feeds directly with other audits into the nurseries development plan to ensure best practice.

How accessible are the environments?

Ide Hill pre-school is situated in a village hall. The main pre-school entrance has a ramp and there is a side door with ramp access also. There is an accessible toilet provided and separate changing facilities. If the family has English as an additional language they are encouraged to share key words in their home language for the key person to understand with the child.

Risk Assessments are completed for individual children to assess, the environment inside and out, these are also completed prior to any outings and visits to ensure inclusion and accessibility to evaluate and minimise risk. The pre-school environment supports different learning styles and embraces each child's unique characteristics of effective learning there are visual clues as labels and to support changes in routines, timers are used to support sharing and turn taking and music is used for encouraging tidying up.

Helping with transitions

Transitions are a key time for any child. The key person ensures that these transitions are well planned and supported. When a child first starts at the pre-school the key person will work with the parent to devise appropriate settling in strategies for the child to settle into pre-school at their own pace. Following on from the settling in period, for those children that attend another setting they are provided with a Communication Book to ensure information can be shared by settings and key people and reciprocal visits arranged as necessary. Leaflets are available for parent with additional information on settling in, transition to school, numeracy and literacy activities and suggestions for packed lunches. When a child is ready with transition to School the new teachers are welcomed into pre-school to meet the key person and all relevant transition supporting documents are completed and relayed to the School to ensure a smooth transition takes place for all children.

During the summer term we offer pictorial support of all schools within the local community and staff offer visits for individual transition support. For further information please contact Manager Mrs Liz Money and SENCO Mrs Kellie Ferguson www.idehillpreschool.org