

**OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**(Working document January 2021)**

The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following questions and answers forms our local offer and shows how we provide for children with special educational needs and disabilities.

**1**) **How does Apsley lock Pre-school know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?**

At Apsley Lock Pre-school each child has a designated key person. 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. You can also discuss any concerns with our Special Educational Needs Co-ordinator (SENCO), Jacquie Green or the Pre-school Manager Lucy Peters.

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 children 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 SENCO. (Special Educational Needs co-ordinator). If your child’s key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child’s learning and development.

Our SENCO will offer support and advice to your child’s key person and other staff in the setting and will also liaise with other professionals such as health visitors, speech and language therapists, educational psychologists and other health care professionals to seek advice and support in identifying individual needs if necessary. The Pre-School can seek support and advice from the Early years SEND team with your permission.

**2) How will Apsley Lock Pre-school support my child?**

Before starting at Apsley Lock Pre-school we ask you to complete a Personal Profile about your child; this will help us to share information about your child’s strengths and needs. At the new starters session you will be able to discuss with the key person, Pre-school Manager and/or SENCO off any concerns or requirements your child may have.

We will work with you to support your child together, listening to you and your child. Our SENCO will explain how children’s individual needs can be met by planning support using an Individual Learning and Provision Plan (ILPP) or SEN support plan and advice from the Early years SEND team and will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards ILPP’s or SEN support plan and your child’s key person would oversee the targets on the ILPP or SEN support plan..

Your child’s key person will be in the sessions your child attends, fostering a relationship with and understanding your child. The SENCO will also be present.

Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.

The Pre-school 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 ILPP targets, and planning new ones together, and give ideas to use at home to support your child.

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

Assessment systems are in place such as the 2 year progress review, as well as observations and assessments which include next steps which are all linked to the EYFS ages and stages of development. Each child has an individual learning journey where information is recorded. Every child has an individual progress plan which is looked at regularly. Parent consultations are held in the Summer and Autumn terms, where we discuss your child’s development. Parent helpers are welcome and these sessions allow you to stay and help and see how your child is developing in the setting.

We have regular coffee mornings for parents enabling the opportunity to build relationships with others in the setting and regular events throughout the year to help you build relationships with practitioners in the setting.

We have daily opportunities when you are always welcome to tell us of your child’s progress and gives opportunities for two way communication between us. Telephone calls can be used if parents work and are unable to bring/collect your child from Pre-school.

Newsletters are sent home on a monthly basis and notices displayed to keep you up to date with what is happening at the Pre-school and a list of daily activities is displayed enabling you to further support your child’s learning. This information is also available on our website.

**4) 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 the new starter session, contact with you and meetings with other professionals who are involved. We will offer a flexible settling in routine that enables you to stay with your child until we are all comfortable that they are happy and that they feel safe and secure.

**5) What support will there be for my child’s overall well-being?**

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child’s needs and provide personal care such as changing nappies.

Personal health 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 you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Health and Hygiene Policy, administering medicines.

Activities will be adapted to ensure your child is able to interact fully with the environment, and visual strategies, such as a visual time table is used to help them understand our routines.  Our book area is welcoming and provides a quiet area to retreat to if your child is tired, or needs some quiet time.

We are aware that some kinds of undesirable behaviour may arise from a child’s special needs.  We will refer to our Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. For further details, please see our Behaviour Management Policy.

**6) What specialist services and expertise are available at or accessed by Apsley Lock Pre-school?**

All staff are experienced working with the Early Years age group and understand Child Development.

Staff have accessed specific training on paediatric first aid training and one member of staff has a SENCO qualification. The SENCO and manager also attend SEND cluster meetings and training. We aim to keep up to date with the latest information and news.

We have links with our local Children’s Centre and can sign post you to support which is available through there, for example drop in Speech and Language sessions.

We will work alongside the specialist services involved with your child and they are welcome to visit the Pre-school. Working closely with you and your child will enable us to build stronger relationships and understand your support needs better.

The Early years SEND team aims to help Early Years and Childcare practitioners provide the best possible experience for children with SEND at our Pre-school. The team will support practitioners in meeting children’s individual needs through offering home advice, observing individual children in the setting following a request from us, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.

Parental agreement will always be obtained before the SEND team become involved with any individual child. We will support and work together with other agencies that may already be involved with a child.

**7) What training and/or experience do the staff, supporting children with SEND have?**

Apsley Lock Pre-school staff members have accessed child development training and all have experience working with the Early Years age group.

Our SENCO has completed SENCO training and our manager has spent a number of years supporting children with special educational needs in primary school. We will continue to attend relevant training courses. All staff members have also undertaken paediatric First Aid training. Staff regularly attend training which is then cascaded to all staff at staff meetings and a record of staff training is kept in staff personal folders. We are supported with advice from the early years SEND team, Speech and Language therapists, children’s centres and Health Visitors. Further training will be sought and accessed to support an identified SEND. We also use Makaton signs and symbols around the pre-school to aid non verbal communication.

**8) How will Apsley Lock Pre-school help me to support my child’s learning and development?**

Your child’s key persson or SENCO will discuss with you, regularly at review meetings, how best to support your child and give ideas for activities at home that will mirror what we do at pre-school.

If your child has specific identified needs, we will work with the team around the child, supporting your child and explain to you how we are acting on advice given to us to support your child.

We can discuss on a daily basis how your child is doing on that particular day, which will enable you to let us know about any new information we may need to have.

**9) How will I be involved in discussions about planning for my child’s learning and development?**

We encourage you to be involved from your very first visit to the Pre-school, the information shared on registration is vital in supporting your child. It gives us an insight into your child’s strengths, needs, likes and dislikes and can start to form positive relationships and good communication from the start.

We welcome your input in identifying needs and setting and reviewing progress to the targets outlined at review meetings.

Your permission will be sought before involving outside agencies, and you are welcome to volunteer to help in sessions if you would like to.

**10) How will my child be included in activities outside the setting?**

We will endeavour to include parents in the planning of visits off site to identify the strengths and needs of your child. We can prepare a photo book for your child so that they know what to expect beforehand and you will be invited to join us on any visits.

We carry out risk assessments for any visit and the needs of all the children, parent helpers and staff are identified prior to any visit.

Medication your child may need will be taken with us along with first aid supplies and contact numbers. We always take the Pre-school mobile out with us. Any aids that your child may need will also be included in the outing. Any trips or visits would be planned so that all children could be included.

**11) How accessible is the building/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.

We have a board where we inform you of the daily activities and an information board for parents. Accessible toilets and changing facilities are available; the hall is all on one level, we have no stairs and we have ramp access.

We provide multi-sensory activities as part of our planning.

Policies are updated regularly and each parent is given a copy on CD at registration.

**12) How will Apsley Lock Pre-school prepare and support my child with transitions between home, settings and school.**

We offer a new starter morning where your child is able to meet their key person; this gives your child the opportunity to become familiar with their key person. We also give you an information guide to the key person role which contains a photograph of your child’s key person so that you can share and prepare your child.

We offer a flexible settling in period where you can remain with your child, if they are having any difficulties settling in with us. This also gives us opportunities to get to know your family, and provides the opportunity for you to share with us details of your child’s needs and the involvement of other agencies. This enables us to agree with you a consistent approach to ensure continuity of care for your child. A meeting can be held with you before your child starts at the Pre-school 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 with us.

If your child attends another setting or is moving on then we would invite the new setting to visit us or go and visit your child in the setting that they attend to help them become familiar 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, sharing relevant information and allowing time for any reasonable adjustments to be made.

It may also be possible to arrange for your child’s key person to attend settling in sessions at your child’s new setting with them to help promote a smooth transition.

**13) How are Apsley Lock pre-school resources used to support children’s special educational needs?**

Any training needs will be met and exceptional needs funding can be applied for to support your child in our setting if required.

We also buy resources to support all children and make resources to help individual children.

**14) How is the decision made about what type and how much support my child will receive?**

Through the observation process linked to the EYFS we will identify what support is required and in discussion with you we will plan their learning and development provision.

Extra support will be put into place if necessary with the aim of enabling your child to become independent within their environment.

Ongoing partnerships with you, other professionals and ourselves, will support the discussion making process.

Our SENCO will give advice on meeting the needs of your child within our Pre-school and other professional input will be accessed for your child with your permission. We 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.

We will use advice and reports from health care professionals and other professionals to help plan the support needed within our setting.

Staff meetings will be held within the setting to ensure that all staff working with your child knows your child’s strengths and needs, and how they can support them.

**15) Who can I contact for further information about the early years offer in Apsley Lock Pre-school.**

Lucy Peters – Pre-School Manager or Jacquie Green – Deputy Pre-School Manager/SENco

**16) How can I find information about the local authority’s local offer of services and provision for children with special educational needs and disability?**

For further information go to www.hertsdirect.org/local offer