



Deverell Hall Pre-School
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SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) - LOCAL OFFER

HOW DOES THE PRE-SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Deverell Hall Pre School children are identified as having SEN through a variety of ways including the following:-

- Liaison with previous setting if applicable.
- Child performing below age expected levels.
- Concerns raised by Parent.
- Concerns raised by key carer for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies.
- Health diagnosis through paediatrician / Health Visitor.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us first either with your child's key carer / the Manager or our SENCO.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

HOW WILL THE PRE-SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Working together, our Manager and her SENCO oversee all support and progress of any child requiring additional support within the Pre School.
- Our key carer's will oversee, plan and work with each child with Special Educational Needs & disability (SEND) to ensure that progress in every area is made.

WHO WILL EXPLAIN THIS TO ME?

- Our key carer's will meet with parents every term on an appointment system to discuss your child's needs, support and progress.
- For further information the Manager and her SENCO are always available to discuss support in more detail.
- We believe that your child's education should be a partnership between parents and key carers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link book which your child will bring home regularly so that comments from parents and staff can be shared and responded to when needed.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All activities within the setting are set at appropriate levels with the Early Years Foundation Stage (EYFS) age ranges so that all children are able to access according to their specific needs. This is also the same for individual Key Group activities where different levels of activities are arranged to cater for the different age ranges or abilities within that individual group.
- The benefit of this type of differentiation is that all children can access activities and learn at their level.

HOW DOES THE PRE-SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- We measure children's progress in learning against the learning objectives set within the EYFS and its age related expectations.
- The key care continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from when they start using a variety of different methods including an All About Me sheet which is completed at home; a tracker; written observations; photographs and examples of work such as mark making and cutting.
- The children's progress is overseen by the Manager and will pick up those not making expected progress through Supervision meetings with her staff. Discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We are an inclusive setting; we welcome and celebrate diversity. All staff believes that children having high self-esteem are crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The Manager has overall responsibility for the pastoral, medical and social care of every child within the setting, therefore this would be the parents' first point of contact. If further support is required, your child's key carer will liaise with the Manager and her SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

HOW DOES THE PRE-SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The Pre School has a policy regarding the administration and managing of medicines within the setting. (Attached to this document)
- Parents need to speak to their child's key carer if medication is recommended by Health Professionals to be taken during the session.
- All staff are first aid trained and have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- We have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This we do by rewarding stickers or children being able to place their name on a 'smiley board'.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets. The Manager is our Behaviour Management Coordinator.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult with the help of our emotion pictures. Any serious incident is recorded and share with the Parents of the children involved.
- Attendance of every child is monitored on a daily basis. Lateness and absence both are recorded.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs (Individual Education Plans) discuss and set their targets with their key carer.
- There is a 'thumbs up' or 'thumbs down' poster in the reception area so children can indicate to their parents, what type of day they've had.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE PRE-SCHOOL?

- Our SENCO is fully qualified and accredited with over 10 years' experience as a SENCO, but nearly 25 years' experience within childcare.
- Our Manager is fully qualified with over 11 years' experience within childcare and will shortly have Qualified Teacher Status.
- As a pre-school we work closely with any external agencies that we feel are relevant to individual children's needs within our setting including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have our SENCO who keeps up to date with her own training but also in delivering advice and training to other staff members.
- As a whole, all staff are trained in Makaton and have received training in delivering Speech & Language programmes from Speech & Language therapists.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE PRE-SCHOOL INCLUDING ANY OUTINGS ?

- All children are included in all parts of the termly plan of events and activities. We aim for all children to be included on outings and we will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas can be provided within the Pre-School.

HOW ACCESSIBLE IS THE PRE-SCHOOL ENVIRONMENT?

- The setting is within a large main hall and is wheelchair accessible with a disabled toilet large enough to accommodate changing. We are all on one level with ramps at specified fire exits.
- We liaise with EMAS (Ethnic minority Achievement Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE PRE-SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING AND TRANSFERING TO MAIN SCHOOL?

- We invite all new families to visit our Pre-School with their child prior to starting when they will meet their key carer and be shown around the setting. These 'Stay and Plays' can be arranged for up to 3 visits, depending on the child/family needs. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We can also arrange to visit them in their home if needed.
- We can write social stories with children if transition to main school is potentially going to be difficult.
- When children are preparing to leave us for main school or another setting, we can help arrange additional visits.
- We liaise closely with main schools within our area, when Reception Staff come to visit us and meet the children joining them within our familiar environment. We ensure that all relevant paperwork is passed on and all needs are discussed and understood.

HOW ARE THE PRE-SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children with Special Educational needs have their needs met to the best of the school's ability with the funds available.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The Manager alongside with her SENCO will discuss the child's needs and what support would be appropriate. This will then be communicated to the child's key carer who will receive the continuous support of the Manager, SENCO and INCO when required.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing the children's Learning Journals and observations made following the Early Years Foundation Stage (EYFS) and also through their targets on IEPs and ensuring they are being met
- The child is making progress academically against expected age ranges within the EYFS and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the key carer, parent or child.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's key carer or Manager to share your concerns.
- You could also arrange to meet with our SENCO who can liaise with our INCO for further advice.
- Look at our SEN policy (available upon request).
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE PRE-SCHOOL?

- Please contact the Pre-School by telephone in order to arrange a visit of the setting. During this visit, you will be shown around by the Manager who will introduce you to her SENCO and the rest of the staff.. Further to your visit, a meeting can be arranged to discuss in detail how the Pre-School could meet your child's needs.

