



HARDINGS PRE-SCHOOL

SEND "Local Offer"

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

We offer Home Visits before the child starts at Pre-School which gives the parent/carer a good opportunity to speak confidentially about any additional needs to the child's keyperson and the Manager or Deputy of the Setting. Also before the children start at Hardings Pre-School all children and families attend a Stay and Play session.

During the first half term the keyperson will be working closely with your child to identify any additional needs and at the end of the first half term a Progress Check At 2 and/or Settling In form will be completed.

After the child has settled into Pre-School life, the keyperson can do focussed observations to identify additional needs and then in partnership with parents carry out an Individual Assessment of Early Learning Development (IAELD) and Sen Support Plan (s.s.p.) to develop and progress your child under the Early Years Foundation Stage (EYFS) framework.

We have a dedicated Special Educational Needs & Disabilities Co-Ordinator (SENDCo) within the Setting with several years experience and who has a good working relationship with other professionals e.g. health visitors, speech and language therapists, educational psychologists, children's centres and other healthcare professionals.

How will the setting staff support my child?

Your keyperson will develop and nurture your child to ensure they feel happy and secure within Pre-School and the keyperson will always be happy to discuss any matters regarding your child as we operate an 'open door' policy. All practitioners are aware of each child's needs and how to support them.

The SENCo and keyperson will keep you closely involved at all stages when other healthcare professionals are involved.

How will I know how my child is doing?

Through close liaison with your keyperson and by coming in for Open Days termly to view your child's Learning Journeys. At the end of each term the keyperson will produce a 'Unique Child' form highlighting the progress your child has made with regard to targets set and characteristics of effective learning. There is a 'comments' box and you are welcome to discuss your child's progress informally at the setting or by telephone or email.

The regularity of meetings will depend of the child's level of need.

How will the learning and development provision be matched to my child's needs?

Each individual child has targets set in line with the EYFS by the keyperson and these are reflected on our planning. All s.s.p. and focussed observation targets are highlighted on our planning and worked on every attended session. We follow advice from other professionals and incorporate this advice into the planning of each child as necessary.

What support will there be for my child's overall wellbeing?

Each keyperson has a positive approach to all children's individual needs, learning and development. Each child learns our school rules. Unwanted behaviour is closely monitored and strategies put into place to support positive behaviour. We closely liaise with Health Visitors and other professionals to ensure that full support in all areas of development are covered.

For children with specific medical needs Health Care Plans will be written and any specific training will be carried out i.e. EpiPen training. All Health Care Plans will be shared with all practitioners.

What specialist services and expertise are available at or accessed by the setting?

Delia Jones, our Senco sits on the DSPL (Developing Special Needs Locally) for our Area. This group ensures the needs of Pre-Schools are met through various training, e.g. Herts Steps – Behaviour training, Shooting Stars programme to develop Speech and Language in settings.

We have very good links with our local Children's Centre, Waterside, Sure Start, our Inclusion Development Officer, Rebecca Clements and Jeannette Webb, Early Years SEND Manager.

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

We have an excellent team who have several years experience of working with young children. All of our practitioners are Level 3 qualified and all have attended Differentiation Training, 2 Year Old Training, Safeguarding, Keyperson's Role Working With SEN Children, Nurture, ASD, Paediatric First Aid.

We have worked closely with Ludwick Nursery Shooting Stars project, completed Herts Steps behaviour training and have introduced simple Makaton signs which supports our whole cohort and individual children with additional needs.

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

We are a fully inclusive setting and daily risk assessments are undertaken. Your child's needs are always carefully considered when planning activities and we will work closely with parents/carers in close partnership to ensure your child can be included in these activities.

How will I be involved in discussions about and planning for my child's learning and development?

Your keyperson is always on hand for discussion regarding your child's progress. If outside professionals visit your child we will always be happy to answer questions and concerns about the visit. Any reports from outside will be copied to the parent.

Parents have the opportunity to comment on the Unique Child summary target termly. These comments will be incorporated into weekly planning for your child's continued development/ progress.

Parental consent is always obtained before outside professionals are spoken to regarding your child.

How accessible is the building / environment?

We operate in a large bright room at Panshanger Church Rooms. We have wheelchair access via a ramp at the front of the building and our garden is one level – astroturfed and a patio area. We have a disabled toilet with wheelchair access. Our room layout has clearly defined areas to help with easy access. All resources are at eye level to encourage your child to become independent learners.

How will the setting prepare and support my child with transitions between home, settings and school?

We will do a Home Visit before your child starts Pre-School when your child's keyperson and either the Manager or Deputy visit you in your own home. At our Stay and Play session the children are invited to explore our setting and to meet the rest of the team and to familiarise themselves with their surroundings with their parents.

When it is time to leave Pre-School we will contact either the Nursery or school and invite them in to visit your child. The teacher or keyperson will meet and play with your child and discuss their development and progress with their keyperson.

If necessary the child's keyperson will attend the new setting with the child to ensure a smooth transition.

We have copies of the local feeder schools' Local SEND Offers available at Hardings - we have a booklet for Springmead, Watchlytes, Panshanger, Swallowdell and Commonswood. We also have various school uniforms.

How will (the setting's) resources be used to support children's special educational needs?

We have age appropriate resources and these are on table tops and the floor. We are a fully inclusive setting with good staff ratios.

We use visuals daily – timeline, snack visuals, sign of the week, 'stop' visual and have recently introduced simple Makaton sign language for all children.

Who can I contact for further information about the early years offer in the setting?

Delia Jones – Inteirm Pre-School Manager & SENDCo