

## **St Matthew's Preschool Local offer of Special Educational Needs and Disabilities. (September 2020).**

### **1. How does the Preschool know if children need extra help and what should I do if I think my child may have special educational needs?**

The Preschool identifies children with special needs by:

- Observing children and assessing them.
- Carrying out 2year checks and sharing with parents.
- Completing an 'All about Me' form with Parents
- Following SEN Policies and Code of Practise
- Receiving Transition reports from previous settings
- Talking to Parents

The parent can talk to their child's key person and the SENCO if they have any concerns

The Preschool is not a specialist SEN setting.

### **2. How will Preschool staff support my child?**

The SENCO will oversee and help plan with the key person and Parents an educational programme. The Key Person will work with your child and if needed a one to one support worker. (Where budget and funding allow). Each child is assessed on an individual basis.

The SENCO/Key Person will explain the roles of the staff.

The SENCO and Key Person will have contact with the parent and with parental permission contact the Early Years Advisor, Speech and Language Therapist, Paediatrician or relevant outside agencies.

There may be 'SEND Support Arrangements' meeting with staff and parents.

The child will be assessed and monitored by their key person, SENCO, Early Years Advisor and other professional agencies.

The Senco and Key person will monitor the outcomes of the child.

The chairperson of the Preschool may be involved to approve any funding if necessary or available.

### **3. How will the curriculum be matched to my child's needs?**

The Preschool plans for individual children.

The child will have an SSP (Send Support Plan).

The child will have additional support to access the curriculum where our budget allows.

We will endeavour to adapt the environment as necessary so the child can access the curriculum.

Different learning style will be considered. Interests of the child will be considered.

### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Parents can look at the child's Observation records or Learning Journeys at any time. The key person can be approached at any time.  
They can talk to their child's key person and SENCO.  
There is a Home School Correspondence sheet sent home with the child and the Parent is encouraged to fill it in.  
The child will have an SSP showing what targets the child is set at preschool. The Parent will sign, approve and have a copy.  
There is a Two year Check completed. (if child relevant age)  
There are end of term reports and next steps set.  
There is a Parents evening offered.  
The child's progress is recorded in a termly progress tracker linked the stages of the 'Early Years Foundation Stage' (EYFS).  
The parent will be invited to talk to the SENCO/Key Person approximately every six weeks, the SSP is assessed and a new one drawn up. There will be discussions on the new SSP, how best to support your child at home and strategies to be used.  
Parental input is encouraged.

No formal parental training is offered but if resources became available it would be considered. The 'Surrey Local Offer' website has lots of SEND information on it for parents.  
The Early Years Advisor may offer relevant parental training.

If the SSP outcomes are not met then the SENCO will consider whether an EHC (Education and Health Care) plan will be applied for. This will done with the approval of the Parents and the Early Years Advisor.

## **5. What support will there be for my child's overall well being?**

The Key Person supports the child's pastoral and social care.  
There is an Administering medicines policy, a care plan may be arranged if necessary. This is dependant if facilities allow and it is safe to do this.  
The parents will be asked to train the strategic staff on medicines/equipment if necessary.  
There is a Behaviour Policy which will be kept to if it is relevant to the child's understanding.  
There is a Safeguarding Policy covering toileting and personal care.  
The Preschool will liaise with Social Care Services if they are currently involved with the child/family.  
The Preschool will liaise with Portage, Early Years Support if they are involved.  
Preschool staff will speak to, support, encourage Parents where a child is not regularly attending Preschool or attending late regularly.  
Staff are First Aid Trained.

## **6. What specialist services and expertise are available at or accessed by the setting ?**

The Preschool two Level 6 qualified staff, three Level 3 qualified staff and one Level 2 qualified staff.

One member of staff is Elklan trained (Supporting Language)  
Staff have attended a Makaton Training course.  
Some staff have been on an ASD (Autistic Spectrum Disorder) course.  
Staff have access to Speech and Language Therapy Resource Pack to help set SSP targets.  
The Preschool has access to Early Year Advisers, Speech and Language Therapy, REMA, Occupational Therapy, Education Psychologist, Portage, Welcare and other Early support. The Preschool will liaise with Social Care Services if they are currently involved with the child/family.  
Staff access the 'Surrey Local Offer' website for information.

## **7. What training are the staff supporting children with SEND had or are having?**

A number of staff have been on an ASD course and attended Makaton training. The SENCO and Deputy SENCO have attended an 'SEN Code of Practice' training. The SENCO is Elklan trained. A number of staff have attended Language training courses.

SENCO forums are attended regularly to update SENCOs on new information and regulations, the information is passed on to all staff.

Staff can be trained by the Parents on any relevant handling/behavioural methods that are relevant for their child.

Speech and Language Therapists have visited Preschool staff advising us of relevant language strategies for individual children.

The SENCO can train one to one staff on relevant practices.

## **8. How will my child be included in activities outside the classroom including school trips?**

All children are encouraged to access the outside area at preschool. We have no special ramps to accommodate wheelchairs. Children will be risk assessed as to whether access is safe on an individual basis. Any significant adaptations will be made if funding is available and if the owners allow. If appointed, the one to one support staff will stay with the child.

Trips outside of Preschool will be risk assessed. Parents will be encouraged to be involved in the planning and risk assessment in case there are any extra needs we need to know about. We operate on a ratio of two children to one adult.

A Parent can be invited to attend a trip if deemed necessary.

## **9. How accessible is the setting environment?**

The building is not fully wheelchair accessible. The Preschool is situated at the top of a steep driveway, pedestrian access is via steps. There is a disabled parking space near to the hall entrance. There is a Disabled toilet with nappy changing facilities.

The Preschool can make reasonable adjustments to Preschool equipment and to our hall, if necessary with the approval of the owners of the hall.

The Preschool will apply for funding as necessary to meet any special requirements.

For parents whose first language isn't English, the Preschool can communicate by email, letter or verbally (Which ever works best). A translation can be requested. Another parent can help translate or the parent may bring in a friend to translate.

Visual support can be given to children.

We have a Special Educational Needs and Disability Policy.

#### **10. How will the setting prepare and support my child to join the setting or transfer to a new setting?**

The Preschool can attend transition meetings with past and future settings. The child and Parent can arrange to visit the Preschool before they start homes visits are on request basis. (when government guidelines allow).

Staff will talk to parents about how to best settle in their child and set a plan if necessary. (This could be done over the phone or what's app).

A Settling in Report is produced by the Key Person and discussed with the Parents within the first month of the child starting.

Staff will look at the 'All about Me' sheets the Parents have filled in prior to the child starting so the key person will know what the child likes/needs.

There is a new Parents Evening.

We have 'School' role play areas and stories about 'Big' school when approaching the end of the summer term for leavers.

Some local schools visit the children at the Preschool.

End of Term reports and assessments will be sent to the new School/Setting along with any reports from Outside Agencies.

Team around the Child or Sen Support arrangement meetings will be attended if necessary.

#### **11. How are the setting's resources allocated and matched to children's special educational needs?**

Staff are allocated on a 'need' basis.

The Preschool will apply for funding from Surrey County Council. There is Early Intervention Funding (EIF) and Disability Access Fund (DAF).

If funds are received the budget will be allocated within the restrictions of the grant. Therefore, if we receive five hours funding for a child, it will be used that way with a one to one support worker.

The funding may also involve an EHC Plan.

We have story sacks, activity sacks and nursery rhyme sacks available to take home.

#### **12. How is the decision made about what type and how much support my child will receive?**

This is a joint decision with all that are involved.

The key person, SENCO, parents, Early Years Advisor, Inclusion Officer, and Preschool Chairperson will be involved and advice taken from outside agencies about what and how much support is needed and an agreement is made. Each case is assessed on an individual basis.

The SENCO and parents will assess if the support has had an impact and adapt if necessary.

There are general staff meetings to review if strategies are working well within the Preschool and staff will be updated on any new strategies.

There may be an EHC plan in place, this will be followed at Preschool.

### **13. How are parents involved in the setting? How can I be involved?**

There are SSP meetings held with the SENCO and or Key Person and parents approximately every six weeks. The SENCO will include Parents ideas when planning the new ISP.

Parents are welcome to come in to watch their child in a session.

Parents are invited to join the Committee and become involved in decision making about the running of the Preschool.

Parents are welcome to talk to staff at any time.

### **14. Who can I contact for further information?**

The SENCO is Julie Wheeler. The Deputy is Amanda Rees. A Key person is allocated to each child. Either could be your first point of contact with concerns about your child.

## **COVID-19**

Please note during a pandemic some practices may change to accommodate social distancing and infection control.