



Hurstpierpoint Pre-School Local Offer

1. How do Hurstpierpoint Pre-School know if children need extra help and what should I do if I think my child may have special educational needs?

At Pre-School we operate a Key worker system with each child being allocated to a member of staff. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information.

We do ongoing observations of all children in our care. These are linked to the EYFS ages and stages of development. These observations are recorded in the child's Learning Journal and are used to identify individual needs of the child. Any need identified will be discussed with the Key worker, SENCo, Manager and parent/carer.

The SENCo or Key worker will liaise with other professionals to seek advice and support if necessary. Support and advice from Early Help & Targeted Setting Support can be gained with parent's permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

If you have any concerns about your child's development you can ask for time to discuss this in private with your child's Key worker. Also if your child's Key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

2. How will Hurstpierpoint Pre-School staff support my child?

On induction to the setting the Key worker and parents share information about the strengths and needs of the child. The parent will have the opportunity to accompany their child on visits to the setting to help settle them in and develop

a relationship with the Key worker. The child and family will always be at the heart of all we do. We work with the parents and support the child together. We will listen to you as well as your child. Your Key worker will explain how children's individual needs can be met by planning support using IEPs or EHCPs and the advice from the SENCo and other professionals involved. They will also explain who may become involved in your child's development and their role. The Key worker will work with the SENCo to oversee the play plan outcomes for your child. The Key worker will be in session with the child to identify individual needs and plan next steps, accessing additional support from other professionals where necessary with the parent's permission.

The Key worker's role will foster relationships with and understand the individual child. SENCo will maintain an overview of experiences and progress. SENCo will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

The setting's parent run committee are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date. To ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition they ensure that the open door policy creates an ethos that respects and welcomes all. They ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies. It is also their responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.

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

The key worker and other staff will get to know the child through meeting the parents during their initial settling in visits. Communication is key between parents and staff to support the child's care and wellbeing. The key worker will regularly liaise with the parent. During the initial meetings between parent and the key worker the parent will be asked to fill in an 'All about me' form to share information about their child's likes, dislikes and their home life.

On-going observations are used to establish at what stage a child is in their development and learning. These are linked to the EYFS ages and stages of

development and aid in the planning of activities, experiences, routine resources and provision for the individual.

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?

Every child has a Learning Journal which is an ongoing developmental record to which practitioners input data including the two year old progress check, observations, progress reviews and next steps all linked to the EYFs ages and stages of development. These records are updated termly and can identify any extra support a child may need in a certain area of their development. These journals are shared with parent and parents are encouraged to contribute any information from home to enable the practitioners to build the whole picture of development and to build on home experiences. It is also a great way to develop the children's self-esteem.

The setting has an 'open door' policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as they are key to building parent partnerships and to help progress children's development. If these times are not convenient for the parent the setting offer opportunities for parent to come at a more convenient time for them to discuss with their Key worker any issues they or the setting may have.

On a daily basis we provide a 'Communication diary' for each child so that parents / carers can share general information about the activities their child has been involved in, who they have played with, any interests from home or setting and any Wow moments.

On a yearly basis we hold Parent Evening which allows parents/ carers to come and discuss their child's development with their key worker.

Within the setting there are communication systems in place, for example: Communication diaries, parents evenings, committee meetings, daily conversations with the parents when they collect / bring their child to setting, newsletters, invoices via email and the website. As a setting we can agree a comfortable form of communication with the parents including verbal, written, email or text. We invite parents to share their knowledge with the staff about their child. Children's learning journeys and planned next steps in learning are shared with parents at their request and at parent's evenings. The SENCo and

key worker will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. If your child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.

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

The staff approach is inclusive, positive and welcoming to all. On entry to the setting we provide parents with a 'Welcome pack' which includes admissions policy, Safeguarding and SEN code of practice. All about me forms are given to parents to complete to help practitioners meet the individual needs of the children. Policies are shared with all staff and parents.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key worker builds relationships with child and family and they provide personal care respectfully to all children. Staff are trained to administer medicine and the setting would gain extra training for specific needs of a child if required.

During the daily routine visual time tables are used to support children in understanding routine. Older children are supported to manage their own personal care and manage risks for themselves. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. This organisation recognises that all children have a right to protection from abuse. Hurstpierpoint Pre-School takes seriously its responsibility to protect and safeguard the welfare of all children. Hurstpierpoint Pre-School values the abilities and achievements of individual children, and is committed to providing for each child the best possible environment for learning and development.

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

The child / family can access a number of services available in the locality linked to the child's identified need these would include speech and language therapists, physiotherapist, occupational therapist and portage.

There is also the local authority Targeted Setting Support team who is available to advise and support the setting SENCo with the parent's permission. If the child's needs are identified as a specific need then the setting with support from TSS will put in place the appropriate support. This would include any extra training for staff. The setting also has good links with the local Children & Family Centre. Staff are able to sign post parents to support such as speech and language drop- in clinics.

7 What training have the staff, supporting children with SEND had or are having?

All staff have completed child development training, Safeguarding and Paediatric First Aid which are updated regularly and staff have experience of working with children within the Early Years age range. The setting SENCo and Manager have completed a varied range of training, including Behaviour, Inclusion, Language development and have attended the 'New Approaches' training. Other members of staff also have inclusion training. The SENCo attends termly SENCo networking meetings to keep their knowledge and understanding up to date. The information at these meetings and any training attended by staff is then cascaded to other members of staff through half termly staff meetings.

8 How will my child be included in activities outside Hurstpierpoint Pre-School including trips?

All activities will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. All policies and procedures are current and reviewed regularly by committee and staff. Policies are shared with parents on admission to reassure them that we are inclusive.

9 How accessible is Hurstpierpoint Pre-School environment? (Indoors & Outdoors)

The building provides full wheelchair access throughout including toilet/changing facilities. Bi-lingual signs and posters welcoming families are situated on main entrance. We provide multi-sensory experiences as part of our core provision. We provide sensory play equipment and use visual aids.

10 How will Hurstpierpoint Pre-School prepare and support my child to join the setting, transfer to a new setting / school?

Joining the Setting

When joining, we invite parents and their child to come and stay for short periods of time to help them familiarise themselves with the setting, build relationships with key members of staff and get to know their environment. Each child is assigned a key worker. Their role is to form a relationship of trust and support with the parent and the child. We arrange registration days for parents to come and share information, return forms and discuss their child's needs. In doing this helps us the practitioners identify the child's needs, interests and made aware if any agencies are involved in the child's development before the child starts.

If required staff will attend training related to a child's needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous IEPs, EHCPs, paediatric reports, to ensure appropriate planning is in place. Parents and key worker should agree a consistent approach to ensure continuity of care from home to setting.

Transition to school or new setting.

If a child is transitioning to school or moving on to a new setting, the child's key worker and SENCO can liaise with the school to discuss the child's strengths and needs. The Key worker and SENCO can attend meetings and share outcomes and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting /school and arranged visits for the child to new school before the move. The use of school uniform in role-play and lunch club practise is a good way to help a child become familiar with new routines.

11 How are Hurstpierpoint Pre-School resources allocated and matched to children's special educational needs?

Inclusion funding and Two year old funding can be applied for to support the child being included in the setting. Delegated budget will be used to provide additional resources or to adapt existing, with the advice from Physiotherapists or Occupational health professionals. At the setting we arrange different events to raise funds for purchasing new equipment. The committee & staff discuss & decide what resources to spend these funds on. We are also a member of the locally run Toy Library & are able to borrow many sensory resources.

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

Decisions made about how much or the type of support a child will receive is monitored through observations made by the Key worker of the child in the setting and then discussed with parents, SENCO and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. Other professionals working with the setting SENCO will support the decision making process linked to planned outcomes on the EHCP. The EHCPs will be written with parents and will include how parents can

support their child at home. Staff meetings within the setting will ensure all staff working with the child knows the child's need and how to support them.

13 How are parents involved in Hurstpierpoint Pre-School? How can I be involved?

Parents are involved from the initial visits to the setting and if they attend registration days. The child's strengths, need, like and dislikes can be discussed at these times. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including EHCPs and reviews. Each child's Learning Journey is accessible to parents on request. Parents are invited to join our parent run committee. Committee and management discuss the focus and direction of the Pre-School.

14 Who can I contact for further information?

Hurstpierpoint Pre-School can be contacted via the website or by telephone. Families are invited to visit and look around the setting where we can discuss how the setting can meet your child's needs. The first point of contact for children who are already attending Pre-School is your child's Key worker. The setting's SENCO or Manager will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the Health visitor, Family and Children Centres and Speech and Language Drop- In clinics.

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