

Special Educational Needs and Disabilities – Local Offer Bunnies Preschool (Great Ashby)

Aim

The aim of this document is to enable families to see the support that they would receive for their child in our setting. It provides clear information about what we already have in place to enable each child to achieve to their full potential, as well as to offer reassurance in that we value each child as being unique and endeavour to meet their individual needs. We are an inclusive setting with a wealth of experience in supporting and promoting children's needs, learning and development.

1. How we here at Bunnies 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?

Here at Bunnies Pre-School we treat each and every child as an individual. Each child is allocated a key person who is responsible for monitoring their development and planning activities. Through the use of observations and planning for each child's next steps we are able to identify any concerns which we will share with you, and, with your consent, if necessary, we will contact external professionals for additional support and advice.

For children who join us under the age of three we also complete a developmental check, as detailed in the Early Years Foundation Stage statutory requirements (EYFS 2014). This progress check will help us to identify the child's strengths and any areas where the child's progress is less than expected. These qualities will be discussed with the parent/carer along with any strategies for additional support that we will provide in the setting. We will also discuss how this summary of development can be used to support learning at home. If there are significant emerging concerns or an identified special educational need or disability we will develop a targeted plan to support the child's future learning and development involving initially our SENCo (Special Educational Needs Coordinator) and if appropriate other external professionals.

If you have any concerns about your child you should speak with your child's key person who will be able to advise you further.

2. How will the preschool staff support my child?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This sharing of knowledge begins with the completion of a 'Base line Assessment' and the 'All about Me' section from your child's learning Journal which are both completed with you upon entry to the setting. Regular communication continues with biannual parent consultation meetings, and the regular sharing of your child's journal with you. You will be invited to observe your child at home and to share new skills they have developed through completing 'parent voice' letters, both of which will be added to their journals. Through continual observations we can plan for your child including

accessing additional support from other professionals as appropriate. We will implement strategies and advice offered by external professionals as appropriate.

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

Every child is viewed as a unique individual, therefore we plan for your child's development based on observations of your child and evidence gained for their Learning Journal. The environment your child plays in will be appropriate for their needs and additional support or resources will be supplied as appropriate.

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?

A strong relationship between the setting and parents is important to the Pre-School. You have access to view your child's Learning Journal and your child's key person will meet with you regularly at our parent consultations to discuss your child's development and next steps. We are always available to discuss any concerns you have regarding your child's learning at the end of each session; appointments can also be made to meet at a mutually agreeable time.

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

We offer 'settling in' sessions which will familiarise your child with the Pre-School and also enable support for your child to be discussed with you before they commence at Pre-School. Care routines will be discussed prior to starting at the Pre-School, including nappy changing. We are able to administer prescribed medicines once the appropriate form has been completed. If additional training is required to administer medicine we will undertake this as necessary.

Promoting positive behaviour is important to the setting. Our rules that we share with our children daily are 'good listening' 'be kind to our friends' 'walking feet inside' and 'little voices inside, big voices outside'. We utilise a range of techniques to ensure these are met. We will always discuss any behaviour concerns with you in order to maintain a consistent approach between home and the setting.

The safety of your child is paramount. Children are added to our register as they enter the classroom in the mornings and parents are required to sign their children out at the end of each session. We will not allow any child off the premises if the person collecting them is under the age of 16 and persons not known to us are not permitted to leave the preschool without correctly giving us the password that you set at your child's entry to preschool. We request that we are informed in advance if someone unknown to us is to collect your child to avoid any embarrassment. We regularly undertake and review risk assessments on our equipment from the perspectives on both a 2 year old and a 3 year old child. Risk assessments are completed before any trip including short walks around the local community.

6. What specialist services and expertise are available at or accessed by Bunnies Pre-School?

We work with external professionals as required for each child. Advice may be sought by the setting (with prior parental permission) from, for example, our area Inclusion Development Officer (IDO), health visitors, or, if necessary, a referral may be made to another relevant external agency. If speech and language concerns are identified by the setting we may advise parents to take their child to a Speech and Language drop in session at the Danestrete Clinic in Stevenage.

7. What training are the staff supporting children with Special Educational Needs and Disabilities (SEND), had or having?

All staff continue their professional development and regularly refresh and update their training. All fulltime staff hold recognised early years qualifications or are currently studying for qualifications. For a full list of qualifications and training attended please refer to our website which is regularly updated www.bunniespreschool.co.uk

We have experience in working with children with delayed communication and language skills, Down's syndrome, cerebral palsy and autism.

We continually reflect upon our practice and will attend training when a particular need is identified.

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

All children are welcome to attend trips. Parents are notified before trips in order to identify any particular needs. Risk assessments are completed and a first aid trained member of staff is always on hand. Volunteers to assist on the trip are requested from the children's families. On any trips away from the preschool premises the children wear high visibility jackets. A mobile phone and first aid kit is always taken along with medications for specific children on the outing, e.g. inhalers prescribed for asthmatic children.

9. How accessible is Bunnies Pre-School?

We will work closely with parents and external professionals to access any specialist equipment that may be required for individual children. The pre-school is completely accessible and meets the current disability regulations. The setting is on all one level and has wide double entrance doors. We have a disabled toilet in the foyer. We have a range of tables and chairs at different heights and place activities at different levels to ensure accessibility for all.

10. How will Bunnies Pre-School prepare and support my child to join the pre-school, and later to transfer to a new setting or school?

We want your child to be happy and feel secure at Pre School and we want you to feel the same about leaving your child with us. All children are different and there are no set rules when leaving them for the first time. You know your child better than anyone else and we want you both to feel comfortable with any arrangements made when settling them into the group.

Before your child joins the Pre-School we encourage you to visit us during one of our morning sessions so that you can both become acquainted with our setting. From this visit we work closely with each family to develop a settling in routine to match your child's needs.

If a child attends more than one setting, or is moving to a different setting, or is cared for regularly by a childminder, we strive to share learning journals with that setting.

We liaise with local schools to support transitions, especially in the summer term when children leave us to join nursery or reception classes. We invite the children's new teachers to visit the children at the Pre-School to aid the transition up to new schools and we provide them with a detailed report on each child moving from us. Learning journals are, wherever possible, delivered to the child's new school prior to their start date.

11. How are Bunnies Pre-Schools resources allocated and matched to children's special educational needs?

Additional resources to support our children with specific needs are sourced whenever possible; this may be through loaned equipment through specialist services working with the individual child and their family or we may access resources from local toy libraries.

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

The Manager and preschool SENCo will work closely with you and external professionals to determine your child's needs. We have regular team meetings to involve all practitioners in any support required. In addition to this your child's key person will be able to identify the need for additional support through our observation procedures and through additional information gained via regular audits of the children's learning and development. Individual Educational Plans will be made as necessary.

13. How are parents involved at Bunnies Pre-School? How can I be involved?

Strong relationships with parents are important to the Pre-School and we have an open door policy. Where children are regularly looked after by childminders we have 'home school books' that the Pre School, the parents and childminder can use to communicate any messages. Newsletters are available approximately every half term and curriculum guidance information termly. Paper copies of our newsletters, curriculum guidance etc are provided for all parents, in addition to this they are all available electronically through our website.

Parents are welcome to volunteer to be a parent helper for a session.

We have parent partnership events, for example a Teddy Bears Picnic when parents, carers and younger siblings are invited to join us for lunch and a play.

14. Who can I contact for further information?

More detailed information is available in our Preschool Policies. Our Policies are always available for inspection in the setting and paper or electronic copies can be provided on request.

To register your child at the Pre-School please contact us and we will send out a registration pack to you.

If you would like to discuss your child prior to starting at the Pre-School please contact Paula Metcalf at the setting

Once your child has started at Bunnies Pre-School they will be allocated a Key Person to support them and you will be able to discuss your child's progress or any concerns with them at any time.