

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

MULBERRY PRE-SCHOOL

OFSTED UNIQUE REFERENCE NUMBER:

109900

**CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH
PARENTS, CARERS, STAKEHOLDERS: YES**

LOCAL OFFER SUBMITTED BY:

Name	Elizabeth Horscroft
Date	25th August 2014
Signature	E J Horscroft

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

Our setting recognises parents as the first and most important educators of their children. All staff see themselves as partners in providing care and education for your child. On your initial contact, visits, or at the open day, there are opportunities to meet your child's key person and buddy, Special Educational Needs Coordinator (SENCO) and other members of staff, where you can share concerns about your child's needs. We will work in partnership with you to establish how we can best support these needs or if we feel that your child may benefit from extra support to achieve and reach their developmental milestones in line with the Early Years Foundation Stage (EYFS). This is achieved through observations in the setting, by gathering information from you, other settings your child might attend, or outside agencies already involved in your child's care. We can also look into liaising with other agencies to help us determine how best to support your child, such as Speech and Language Therapists (SALT), the Area Inclusion Co-ordinator (Area INCO), or Occupational Therapists (OTs).

2. How will early years setting staff support my child?

Our SENCOs will plan with the child's key-person and oversee all the support for any child needing extra provision at the setting. An Individual Education Plan (IEP) will be devised with you to meet the specific needs for your child. This may include targets from OT, portage, or SALT. The SENCOs will liaise with other agencies as appropriate and feedback to you and other staff in the setting. Your child's key-person will work with your child to enable progress, and monitor that their needs are being met, and that the plan is adapted as and when their needs change. We meet with parents to review the IEP once every half term and to feedback achievements and progress. There are also opportunities to speak to us at other times in the sessions as we have an open door policy. The SENCOs report back to staff in half termly staff meetings to inform them of the progress of the children with SEND needs and any additional support they might require. We are completely open to support all parents with their children's needs and development, and as such, are always available for you to come in to discuss the progress of your child and to offer you support and advice. The level of support is tailored to fit the individual needs of your child.

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

Each child is different and unique. As a staff, when we plan activities for the children, we plan for all areas of the EYFS curriculum as whole groups, small groups and individual needs to ensure we are using the children's interests to support areas of their development. For all activities we differentiate tasks to accommodate all levels and abilities. Continuous observations and assessments are done which then highlight areas of development and support for each individual child's needs. We also offer a variety of resources to support the children's learning which are suited to their development so that each child can access these and achieve. We plan child initiated and adult led/supported activities to ensure that there is a broad range of accessible activities for all the children.

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 a working document, containing children's achievements, photographs, record of the developmental milestones and a celebration of their achievements and progress. This book is available for parents to take home each half term, and is available in every session for parents to look at or add to. It also contains regular assessments of 'I can do' achievements and their next steps. Talking to parents regularly at drop off or pick up is invaluable to gain and share the child's progress informally. We encourage parents to contribute to the learning journals along with their milestones to ensure we have a holistic view of the child's development, both at home and at Mulberry Pre-School. The records are up-dated regularly to gain a view into which milestones the child is currently achieving and areas where they may need more support, taking into account parents contributions, feedback, child's own interests and our own observations. If your child has additional needs, they will have an IEP (individual Education Plan) which will have targets written by staff, in consultation with you, to support your child's needs. There will be regular meetings to discuss and review the progress being made, and the next steps/targets for the IEP and how we are going to enable those targets to be achieved will be discussed. Parents and any other outside agencies involved in your child's development will be given a copy of the IEP.

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

We provide an environment in which all children, including those with SEND, are supported to reach their full potential. We are an inclusive setting and welcome and celebrate each child's diversity and uniqueness. We believe that in order for children to develop a strong sense of themselves and high self-esteem, they need to be cared for in an inclusive environment where they are valued and nurtured, where their voice can be heard and they can make their own choices and share their own opinions. We have a highly qualified staff that are caring, approachable, understanding and are willing to improve and implement new initiatives and reflect on their own practice to continue to maintain and improve the excellent care that we provide.

As a team we are all responsible for the pastoral, medical and social care of every child in our setting. All staff are CRB checked. We have regular training, and are up to date with paediatric first aid training, epi-pen training, and safe guarding.

Our behaviour co-ordinator (Carole Yates, manager) works closely with staff and parents in supporting children with behavioural needs. We do not exclude any child with behavioural issues. We put in strategies to support them and the other children in our setting by including them in all the activities in an appropriate way. We may also seek advice and support from the Area Inclusion service and/or Portage Plus in addition to working closely with parents.

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

We have links with many different specialist services owing to our previous and existing experience of children receiving support. If we do not currently have links with a service your child needs to access, we would work to develop links with the outside agencies or specialists in question to ensure that your child receives the appropriate level of support. We currently work with Speech and Language Therapy, Occupational Therapy, Portage, Area Inclusion Coordinators and the Early Years Advisory Team as well as Health Visitors and the Ethnic Minority and Traveller Achievement Service.

We also have access to a wealth of information on the Services for Young Children website.

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

We have a highly qualified complement of staff. Seven members of staff have gained a Level 3 National Vocational Qualification (NVQ), one member has attained a Level 5 NVQ and two members of staff are qualified with first-level degrees (BA Hons), including Qualified Teaching Status (QTS).

We have two members of staff who have both completed SENCO induction training and we have a designated Behaviour Coordinator. One SENCO has completed THOMAS training, and Positive Approaches to Handling Challenging Behaviour. Staff have also had Basic Makaton training and readily use Makaton signing through songs and rhymes, and within our language groups. Signs and symbols are displayed around the setting to support our children's communication skills.

We regularly feedback new initiatives and resources to support the children's development and learning. We are continually renewing and updating our training so that we can provide the best quality care provision. We also seek support and advice from outside agencies, fellow colleagues and via the SENCO support group meetings and training.

All staff are qualified in Paediatric First Aid and epi-pen use and have had Safeguarding Training.

8. How will my child be included in activities outside the early years setting including trips?

All of our activities are adapted and differentiated to ensure all of the children will be able to access them in their own way, or with adult support. A risk assessment of the setting and when going off the premises, is carried out prior to interest walks and other offsite visits, to ensure everyone's health and safety and that the correct number of staff to children ratio is adhered to. We also invite parents to support and be involved in the walks with the children off-site. We have policies and procedures available in the pre-school and in our prospectus with further details and information. Consent forms are completed when any child starts Mulberry pre-school, and the staff always ensure that we have any children's medicines clearly named, a first aid kit, a list of parent's contact numbers and the pre-school mobile phone in case of any emergencies whilst off the premises.

9. How accessible is the early years setting environment? (Indoors and outdoors)

Our pre-school is accommodated in a community centre, providing excellent access. The building is all on one level, with a small step over the fire exit doors into the outside play area. The hall is spacious, and where possible all the equipment is accessible for the children. However, we are a pack-away setting, so we are unable to leave equipment out from one session to another. Whilst most activities are carried out in the main hall and garden area, for some sessions we do have access to smaller rooms.

We have a disabled toilet and facilities for nappy changing.

Other than the physical restrictions of the building, and being a pack-away preschool, we are very open to reviewing and adapting our environment to accommodate all children's/parents needs where possible.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

Before starting at Mulberry Pre-school we invite children and families to our open day and taster sessions, to familiarise themselves with our setting and meet the staff and key-worker. This provides an opportunity to exchange information in order that we can fully meet the child's needs, create a bond, and ensure the transfer to pre-school is as smooth as possible.

We work closely with our feeder schools to ensure a smooth transition to primary school. The Reception teachers visit the children at Mulberry and have time to discuss with our Supervisor and key-person the children's achievements and any specific needs. All relevant information, IEPs reports, and the child's learning journals are available for the teachers to look at.

Final transition documents are sent to the school summarising the child's developmental milestones. The school also arranges visits in the summer term for the children to explore and play in their new settings.

For children with SEND, (where appropriate, and with discussion with the school and parents), we would arrange additional visits for the child into the setting to ensure as smooth a transition as possible, often with the support of the child's key-person. Transition meetings may also be arranged to include as many of the outside agencies as possible that have been involved in the child's care and education. The key person and SENCO will discuss the child's progression, achievements, areas of further support, and strategies and resources needed to ensure a successful transition of the child into the new setting.

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

We have one main room at Mulberry Pre-school as we are based in the local community centre. Depending on the availability of the two other rooms in the centre, we can offer smaller quieter rooms for language groups and smaller group focused activities. The main hall is set-up with age appropriate resources to match the children's levels of development and interests. We regularly review how the room is set up in order to accommodate all children's needs, enabling them to freely move around and to access equipment

independently. If additional resources for specific needs are required, we would ensure these are accessible and that all staff are aware of which resources to use within the session.

We have a good selection of multi-sensory equipment, and language activities and we regularly adapt resources according to the child's needs. We ensure that the needs of all children with SEND are met to the best of our ability with the funds available and the space we have to offer.

All children receive funding for up to 15 hours per week the term following their third birthday. Mulberry Pre-school also include children who meet the criteria for 2 year old funding. It may be possible to claim additional funding for children with SEND.

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

Your child's key-person, the SENCO, occasionally the Area Inclusion Co-ordinator, any other outside agencies and your input as a parent, will direct what support will be appropriate for your child's needs. All children will need different types and levels of support, so this will be an individual assessment based on your child's requirements. We will regularly review and monitor how well the support we have put into place is meeting their needs. This is done through observations, reviewing IEP targets and their progress and achievements in the developmental milestones. We have regular meetings and discussions with parents, and are available during sessions to discuss progress and to offer further information, advice and support for the child and their parents.

13. How are parents involved in the early years setting? How can I be involved?

We encourage and value parents involvement at Mulberry Pre-School and provide a variety of ways and opportunities to get involved:

- Contributing to your child's learning journal and developmental progress photos by including achievements at home.
- We have small group times where children can bring in items from home to share with us, so we can share in their likes and interests.
- To come in and be involved in a 'stay and play session' convenient to you
- To come in and help us with specific activities or share your talents e.g. baking, playing a musical instrument, or talking about your job 'people who help us' / 'your culture and celebrations'.
- Mulberry Pre-school is run by a parent committee and anyone can volunteer to join the committee
- Parents are encouraged to come and help at our fund raising events such as the Autumn and Summer fayres, quiz nights and coffee mornings
- We also have several opportunities throughout the year for the parents to come and support their children celebrating, such as the Christmas Nativity, Easter Party, Leavers Sports Day and party.
- We regularly send out surveys asking for your help and input into how we can continue to improve our setting
- We encourage all parents to be involved as much as they are able to enhance the learning experiences and opportunities your child has in these very important first years of their education.

14. Who can I contact for further information?

The first point of contact would be your child's key-person or the SENCO at Mulberry Pre-School to discuss any concerns you may have within the sessions. Alternatively, you can email on mulberryps@yahoo.co.uk or telephone on 02380261616 to speak to a member of the Mulberry staff.

An open day is held in the summer term for parents/carers of children due to start in the following school year and provides an opportunity to meet their child's key person and other staff and share information, queries and concerns .

We welcome enquiries from prospective families and are happy to arrange visits to the setting.

A hard copy of our SEND policy is available within the setting and can also be accessed on our website :

www.mulberry-preschool.co.uk

You could also contact your health visitors or local GP centre.

You can find the local authorities local offer and SEND support on their website by following this link http://www.hantslocaloffer.info/en/Main_Page

If you would like more information, or to arrange a visit to come and meet the team, please call us on 02380261616 and our staff will be happy to meet with you and your child and discuss how we can meet your child's needs.