



Somerset County Council

# LADYBIRDS PRE-SCHOOL

Barwick & Stoford Primary School, South View, Barwick, Yeovil, Somerset BA22 9TH

Telephone: (01935) 476736

OFSTED REGISTRATION NUMBER: EY481792

## SEND

As of September 2014, it is a requirement that we publish what we offer for SEND (special educational needs and disabilities). If you require any further questions then please contact us.

### **Our Local Offer for Children with Special Educational Needs.**

#### **How does the setting know my child needs extra help and what should I do if I think my child may have Special Educational Needs?**

At Ladybirds Pre-School, each child is allocated a key worker. Their role is to develop trusting relationships with parents and children to enable respectful sharing of information. If you have, any concerns about your child's development you can ask to speak to them when you can discuss this in private.

Reports from health care professionals, such as health visitors, speech and language therapists, identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.

On-going observational assessments are made of all children; these are then linked to the EYFS profiles. This can in some cases identify individual needs.

These observations are then discussed with you and the settings SENCO (Special Educational Needs Co-ordinator). Support can then be sought from the Area SENCO, and Early Years Advisors with your permission.

#### **How will you support my child?**

Before starting Ladybirds, the Pre-School Manager, will give you a Registration Form to complete about your child. To help us to share information about your child's strengths and needs. Children are at the heart of what we do, and we will work with you to support your child together, listening to you as well as your child.

Our SENCO will explain how children's individual needs can be met by planning support using an Individual Learning Plan (ILP), and the advice from the Area SENCO. She will also explain who may be involved and their role.

Observations, assessments and evaluations all contribute towards ILP's and your child's key worker would oversee these targets.

Your child's keyworker would usually be in the sessions your child attends, foster a relationship with understanding of your child, and if this was not possible the SENCO would be present.

They will identify individual needs and plan next steps, accessing additional support from other professionals.

The Pre-School Manager will maintain an overview of experiences, and progress, and the SENCO will work to ensure we are providing the relevant and appropriate support. We will work in partnership with you, reviewing the ILP targets, and planning new ones together, and giving you ideas to use at home to further support your child.

### **How will the setting prepare and support my child joining you, transferring to a new setting or to school?**

We offer settling in sessions where you can stay for part of all of the session, we offer a flexible settling in process, if you find your child is having difficulties settling in. This also gives us a chance to get to know you and your family.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new keyworker/teacher and SENCO to attend, this will help them become more familiar with your child and give us time to discuss your child's strengths and needs.

We will hold transition meetings at your convenience, to plan for your child into their new setting, giving the new setting time to make necessary plans for any changes they may need make, sharing targets of your child's ILP, and minutes of meetings along with any other information that may be relevant to your child.

### **Whom can I contact for further information?**

Your child's keyworker is your first point of contact if you would like to discuss your child's needs, alternatively the Pre-School Manager. We are able to offer advice about other professionals who will be able to support your child, such as Family Information Service, Health Visitors, Speech and Language Therapists, Children's Centres, and the Inclusion Officer for our area.

If your child has been referred to a specific team, we will support you through the whole process as required.

If at any time you are unhappy with any aspect of our provision or practice we would ask that you come and see the Pre-School Manager to discuss this matter further.

### **What are the responsibilities of the management in enabling and supporting inclusive practice?**

Our management is responsible for enabling the Pre-School to create inclusive policies; ensuring policies are in place and up to date. The management ensure staff are able to attend training, ensure staff are aware of the SEND and inclusive practice also ensuring that parents are informed of any changes. Staff also promote our open door policy.

### **How will I know how my child is doing?**

Assessment systems are in place such as the '2 year old check', on-going observational assessment, and Individual trackers, which are all linked to the EYFS. We have allocated parents weeks where you can meet and discuss your child's progress. We also send home 'What makes me unique' sheets where you can comment on your child's progress. We also send home regular letters and newsletters keeping you up to date with what is happening. Our open door policy means that if you need to speak to us, we will always make time for you and your child.

### **What support will there be for my child's physical and emotional wellbeing?**

Ladybirds Pre-School is welcoming and friendly, providing an inclusive, sensitive and positive approach for your child to feel welcome.

We provide good role models for positive behaviour, and we are consistent in our day-to-day care of all children, and our happy children are a testament to this. We are flexible in our routines to provide a positive environment for your child's needs, and provide personal care, such as changing nappies respectfully. Personal health care plans can be adopted if necessary, and staff will be trained in giving the appropriate medication for your child if required.

Activities will be adapted to ensure your child is able to interact fully with the environment, using visual strategies to help them understand routines.

### **What specialist services and expertise are available?**

All staff have accessed child development training, and have many years' experience of working in Early Years.

Staff have accessed specific training courses in relation to SEN. We have good links with the local school who site we are situated on. We have regular contact with our local Children's Centres and we can sign post you to support which is available elsewhere. Our SENCO or Manager attends termly cluster meetings to keep up to date with the latest information and news.

### **How will you help me to support my child's learning?**

Your child's keyworker or SENCO will discuss this with you, on how best to support your child. We will work closely with you, giving ideas for activities to do at home mirroring what we are doing with Pre-School.

We will discuss with you on a daily basis at drop off and collection times, how your child is doing on that particular day. We use communication books to work with you and others to transfer information if your child is dual placement due to a specific need.

We are always willing to spend time with you as required to meet the needs of your child so they can enjoy the setting to their own individual full potential.

We are very willing to help you access grants and funding to help enhance your child's learning.

### **How will I be involved in discussions about and planning for my child's education?**

We would always encourage you to be involved from your first visit to Pre-School, to registering your child at our setting. The child's strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly.

You will be involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in our setting and reviewing progress towards these targets at ILP review meetings.

Your permission will be sought before involving any other agency or any information sharing of any description.

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

We will get to you know your child before they start through meetings with you and other professionals as required. Your child's keyworker and our SENCO will work closely together to ensure that the environment, routines and activities support your child's needs. They will communicate with the rest of the staff to provide consistency and understanding within our team.

We will also ask for copies of any assessments from other professionals and seek advice and support where necessary always with your support and permission.

**What training have the staff supporting children with SEND had or are expected to have?**

Our SENCO has completed full SENCO training, they also attend termly SENCO cluster meetings, and they then relay information gained to other staff during staff meetings. Staff training records are held within the setting and relevant training can be viewed on request to the Pre-School Manager. The Pre-School Manager is also a qualified SENCO and has completed the appropriate training, so there is always a SENCO on site during Pre-School opening hours.

**How will my child be included in experiences outside of the setting?**

We will endeavour to include parents in the planning of any visits. We would invite parents on any trip. We would carry out a risk assessment linked to the visit and the needs of all the children, including parent and supporter prior to our trip. We would also take along any aides or medication the child may need. All visits or trips would be planned in order to include all our children regardless of SEN.

**How accessible is the setting environment?**

Our setting is accessible to all, we have accessible toilets and changing facilities, we are on one level without any steps. If you find on your visit there are any limitations, we will discuss this with you. If you are a parent who does not have English as your first language, we can involve another family member or another professional to help with transition into the setting. We provide multi-sensory activities as part of our planning and update our policies and procedures regularly.

**How are the settings resources allocated and matched to children's special educational needs?**

Delegated budget has been used to train staff, funding can also be applied for and sought if your child is entitled to this. When setting our budget SEND is an important aspect we consider and how we can support children who may require help.

**How is the decision made about how much support my child will receive?**

Through the observation process linked to the EYFS and in discussion with you, we will identify what support is required. Extra support will be put in place if necessary with the aim of enabling your child to become independent within the environment.

Ongoing partnerships with both you, other professionals and ourselves, will support the discussion making process.

Our SENCO or Manager will give advice on meeting your child's needs with the Pre-School in consultation with you, and other professionals where necessary with your permission. We will advise you on the process of applying for extra support, and the funding process will identify the level of need based on the evidence submitted by the setting and other professionals who are working with you and your family to support your child. Reports from health care professionals and other professionals involved, who are working with your child, will be used to plan and support the setting.

The Area SENCO of the Early Years Advisor or other professionals working with our SENCO/Manager will support the decision making process to plan targets on the ILP. The ILP will be written with you and will include how you can support your child at home. Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs, and how to support them.

**For more information please contact us on 01935 476736 and ask for Claire Mitchell.**