



## LOCAL OFFER

The 2014 Children's Act and families Bill requires all settings to publish information on services and provision across education, health and social care especially for children with Special Educational Needs and or Disabilities (SEND).

This document details the support and provision parents can expect to receive at Sutton on the Forest Preschool.

### **How the setting knows if children need extra help and what should you do if you think your child may have special educational needs;**

At admission to Preschool each child is assigned a key person and secondary key person. Their role is to develop a positive and trusting relationship with children and their parent's. Parents can discuss at any time with their child's key person any concerns they might have. The key person together with all staff will make on-going observations and assessments of all children according to the Early Years Foundation Stage Development Matters using the North Yorkshire assessment sheet. In partnership with parents two year old checks will also be done. These will be recorded and kept in an individual learning journey which parents can look at any time or sign out to take home. If the key person identifies a possible individual need they will discuss this with parent's, in private, to respectfully share information.

These observations are shared with the Preschool's trained Special Educational Needs Co-ordinator (SENCO). Their role is to offer support and advice in co-ordinating provision involving the child, parents, key person and other staff to ensure children receive a high quality and appropriate response in meeting their needs. The SENCO may liaise with other professionals to seek advice in identifying and meeting individual needs with parental permission. The setting welcomes reports from other professionals in order to plan relevant and appropriate learning support.

### **How the staff will support your child;**

At Preschool all our children are treated as individuals. All planning and individual targets are inclusive to meet each child's needs and interests. We encourage a child-centred approach in being flexible with routines to provide a positive environment for your child's needs. All activities can be adapted to ensure each child can fully interact.

The SENCO is trained in her role and attends termly meetings with other SENCO representatives to share good practice and knowledge. All members of staff have been on various training looking at different special educational needs.

We have a quiet area for children to relax in if feeling tired or require respite alone and a separate nappy changing area to provide personal care.

On starting Preschool we ask you to share information about your child on the admission forms, the 'All about me' form and in discussion with your child's key worker. Before starting Preschool we also recommend that you attend our toddler session on a Friday alongside our playgroup session. This helps in children settling and enables an opportunity to chat and meet staff. Parents are welcome to stay and play for all or part of the session before and after admission.

Home to school books and open days also give another opportunity to discuss your child's progress.

If extra help is needed to enable your child to progress the preschool's SENCO and or keyworker will explain how the children's individual needs can be met by planning support using an Individual Learning and Provision Plan (ILPP). Observations, assessments and child's interests, will contribute towards the ILPP targets and be overseen by the child's key person. They will plan next steps accessing additional support from other professionals if necessary. We encourage collaboration with parents, child and outside agencies (if required) in reviewing ILPP, planning new ones and giving ideas to use at home so that the discussion making process is shared.

We have good links with the local Children's Centre and may sign post parents to other professionals such as the Parent Support Advisor and drop in Speech and Therapy sessions. We can offer support through the Area SENCO and Early Years Advisory Teacher. Extra support will be put in place to enable your child to receive appropriate experiences to become independent, make choices and access their environment.

### **How the preschool prepares and supports the child to join the setting, transfer to a new setting or school;**

We offer flexible settling in sessions and stay and play sessions so that a child is comfortable with their key person and environment before they are left by parents. We encourage parents to share as much information about their child before they start to ensure a consistent approach in meeting their needs.

We can meet with other professionals involved to ensure a smooth transition in planning health care plans and staff can attend appropriate training if necessary.

When a child transfers to another setting or school we will invite the new key person and SENCO to visit the preschool. We will hold transition meetings, at mutually convenient times, to ensure all relevant information and documentation about your child's needs, ILPP targets, learning journeys and progress is shared with the other setting. We encourage parents and child to visit their new setting or school and it may be possible for their key person to attend if required.

All children can attend our transition group at Sutton on the Forest School on Monday afternoons from January to July in the year of their school admission.

**Accessibility of the environment;**

There is a ramp into the village hall at the front, with rails and also into the free flow outdoor area at the side through the fire door. There is a child's toilet and sink and a disabled toilet with a handrail. Nappies are changed in a private area. All resources are easily accessible by the children.

**For further information;**

Please look on our website and our Preschool policies are available to read at Preschool. We have an open door policy so you are welcome to visit at any time.