

Bromley Pre-School Provider Local Offer

St John's URC Pre-school is an inclusive early years setting which offers the following range of provision to support children with SEND to meet their individual needs.

Link to setting website www.stjohnsurcpreschool.org.uk

Who should I contact to discuss the concerns or needs of my child?	
Special Educational Needs Co-ordinator (SENCo)	<p>Name: Karen Webb</p> <p>Contact details: St John's URC Pre-School Lynwood Grove Orpington BR6 0BG</p> <p>She is responsible for:</p> <ul style="list-style-type: none">• liaising with parents, practitioners and other professionals in respect of children with SEND• promoting inclusive practice and early identification of SEND• offering guidance and support to parents and other practitioners in keeping with a graduated approach to children's individual needs• ensuring that relevant information regarding children with special educational needs is collected, recorded and current• ensuring Individual Education Plans are in place and effective• ensuring where appropriate referrals to other agencies are made for children with more complex special educational needs

Assessment, Planning and Review:

How can I find out how well my child is doing?

At St John's we operate an open door policy and we would invite you to speak with your keyworker or SENCo at any time if you would like reassurance or have any concerns about your child's well-being or progress. We use a cyclical process of observation, assessment, planning and review to assess children's progress. Each child has an individual record of achievement folder that contains notes, observations and assessments on their progress that parents can read at any time during pre-school hours. Observations are carried out regularly to help us to identify interests, strengths and needs to ensure the activities offered are appropriate and suitably challenging. If your child has an IEP many of the observations will relate to the targets from the IEP as we prioritise these aspects. Each IEP has a review date, at this point the SENCo, parents', keyworker and wherever possible other professionals will collaborate to determine the next course of action. Whilst we recognise every child develops at their own individual rate, the children's folders and IEP's are reviewed against the developmental targets to ensure they continue to make progress. All the children in the setting are assessed against an ECAT (Every Child a Talker) sheet as this effectively determines the level of their socio-communication skills, monitoring this termly helps us measure progress. Each term the child's developmental targets are recorded on their personal tracker sheet to ensure they remain on course. The tracker helps us review our own practice and provision to identify any aspects we can improve upon that may benefit your child.

How will my child be supported with their development/medical/physical needs?

At St John's our team is well qualified and we value the benefits training can bring in developing a cohesive, well prepared and informed team. Wherever possible we share information from our training courses amongst the team. Over the years, we have attended a variety of training courses including first aid and epi-pen training, as well as sessions on Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder (ADHD/ADD), Autistic Spectrum Disorder (ASD), Managing and Promoting Positive Behaviour, Understanding Hearing Impairment, Special Needs Awareness, Child Development Speech and Language, Every Child a Talker (ECAT). We have invested in Makaton training and have three members of staff with Makaton Level 1 & 2 accreditation.

We have direct experience of working with children with hearing impairments, asthma, eczema, anaphylaxis, loco-motor delay, congenital septal defects, agenesis of the corpus callosum, Malfan syndrome, social-communication difficulties (SCD), speech and language disorders and delays (SALD). Some of the children in our care have had complex needs which require multi-agency support. For example, we have worked with the Griffin Centre who provided Sound-Field systems for a hearing impaired child and are always willing to utilise new technologies that benefit the children.

What additional facilities are provided for my child with special educational needs and disabilities?

The ground floor of St John's is accessible with ramps and a wheelchair lift to the link and church. Our outside space can be accessed via the grass verge at the side of the church. St John's is a warm and welcoming pre-school and we offer a nurturing environment. To support children with SALD and SCD we promote the use of visual aids and signing, we familiarise the children with makaton signs using nursery rhymes and familiar phrases. Whilst our planning is flexible, we try to keep the routine the same each day to help children settle and this is displayed on a visual timetable. We routinely offer a wide variety of activities from multi-sensory heuristic play to language rich games such as the puppet play and surprise boxes to ensure children are fully involved.

Partnership:

What support from outside agencies does the setting currently use to support my child?

At St Johns we value the expertise and information other agencies can offer. We are familiar with working in partnership with SALT (speech and language therapists), Community Paediatricians, SPEACS (Speech and language therapy and Portage, Early Action for Children's Social communication), Portage, Supporting Inclusion in Pre-School (SIPS), Health Visitors, Area SENCo's and Physiotherapists. We welcome all support that serves to improve our practice. Currently no children require specialist clinical care, but we have staff that are epi-pen trained and we are always willing to train in specific aspects of care.

Transition:

How will my child's transition into school be supported?

We support children in their transition to primary school by ensuring effective communications take place before your child starts. This may initially involve the SENCo and/or key worker visiting your child's school or the school coming to the setting to see your child in action. In either case we encourage parents to be involved in this process to ensure all relevant questions are asked and all pertinent information is forwarded. Subsequent meetings may be required to gather information from other agencies.

During this meeting we share with the school the resources, techniques and tactics we have adopted and the efficacy of each, this will help the school to understand the best way to support your child in their new school.

Children with complex needs may need additional support and wherever possible the SENCo will feedback and/or direct you to other agencies who can offer guidance and advice.

During the children's last term, we prepare a transition document that summarises their progress to date and any special educational provision we have made. This is shared with parents before it is forwarded, so they can add any further relevant details. On your child's last week with us, you will be given their folder of observations to keep for future reference.