

# STONDON STOMPERS PRE-SCHOOL SEND LOCAL OFFER

## **How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?**

All children are designated a key person before they begin to settle with us. That key person then contacts the parents to arrange a time and date for a transition visit. That key person will then sit with the parents on the first transition to go through the Development Matters to see where the child is, in terms of development, upon starting with us. This allows the key carer, and the other members of staff, to understand where the child is with their development in order for them to best plan for the child through next steps and weekly planning, as well as learning the child's likes and dislikes to help them settle at Stompers. This baseline check allows the parents and key carer to discuss any initial concerns or if their child appears to be struggling with anything

The key carer will then assess each child's development at regular intervals. We have an electronic learning journey system at Stompers. This allows for parental involvement in their child's learning. Parents can add observations and photos from home and also comment on any any information upload by us too. If staff do have any concerns they can speak to the Special Educational Needs Coordinator (SENCo) and the appropriate course of action is then decided jointly with full parental involvement and agreement. If parents have any concerns over their children they are more than welcome to speak to their key carer or the SENCo to see if the family needs support.

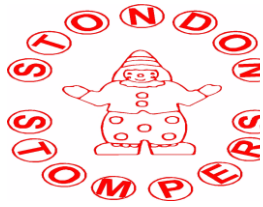
After a child's second birthday, and before their third, their key carer will carry out a two year check. This check highlights key aspects of the Development Matters which the child is able to do, this also allows the key carer to flag up any concerns in certain areas where the child may require some additional support. These checks are signed by parents and carers and a copy is given to parents to allow them to comment on it and discuss with the key carer.

If support is needed it can be accessed through the SENCo, who has good links with the Early Years Advisory team who is able to give support and guidance to staff and parents where needed.

## **How will Stompers staff support my child?**

We believe that the role of the key carer is vital in the support of all children, we have a secondary key carer system to ensure that a child will always have a family adult to go to and who will track their development in the absence of the child's key carer. This secondary key person will take the full role of the key carer, handing over to parents and carrying out observations. We promote positive relationships with parents, having an open door policy where parents are encouraged to speak to staff about all aspects of their child's development and family so that the staff can support the child in the best possible way. We have parents consultations twice a year where parents are invited to come into pre school to speak to their child's key carer and share reports and observations. This allows time for informal discussions between key carers and parents which helps build honest, open relationships.

The pre school is able to provide a safe and nurturing environment which supports children in their learning and helps children achieve certain levels of independence and a sense of self. We achieve this by ensuring that each child is planned for as an individual and their needs are considered on an individual basis through providing a wide range of activities to meet all developmental needs as well as following the children's current interests.



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

Our weekly planning is in place to support children on an individual basis as well as through group work. Each child is planned for based on their own interests and their own developmental needs. Planning is always available for parents to look at and is produced using the child's next steps which are signed by parents and developmental goals for their children to meet within the next term. All activities are created to be able to be adapted for all children of differing needs and with different interests. Through completing an 'All About Me' about a child's interests before they start nursery, staff are able to immediately plan for the child's interests.

### **What support will there be for my child's overall wellbeing?**

The key person and secondary key person system to allow for continuity for children. Key Information is shared between staff to ensure that they are all able to give the highest level of care to the children. Through our planning we cover all of the seven areas of learning to ensure that the whole child is planned for to encourage development in all areas to promote a well rounded confident child. We have a complete set of policies which are available to be viewed by parents. These policies include our Safeguarding policy which shows our commitment to keeping both children and adults safe. All of our staff have the following training - First Aid, Safeguarding, Prevent Duty.

We have clear policies on behaviour management and our golden rules allow children to understand boundaries and expectations.

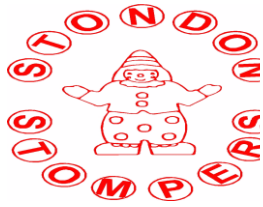
We encourage independence as much as possible to promote self confidence.

We have policies on administering medication, health and safety and managing children who have allergies. If a child does have an allergy or medical condition a care plan is completed in the presence of the parents. This is shared with all staff and displayed in the kitchen and in the register.

If a child is not yet continent we will work with you to provide the appropriate care of your child.

### **What specialist services and expertise are available at or accessed by setting?**

The setting will liaise with the SENCo as well as the Early Years Support, and Advisory teams. We also have links with specialist services such as the CDC, physiotherapists, health visitors, speech therapists and other professionals involved with the child. We will help and support families to access relevant services from other agencies as needed for their child and family.



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### **What training and/or experience do the staff, supporting children with SEND, have?**

All of our key staff hold a minimum of a Level 2 childcare qualification. All staff are first aid trained and we pride ourselves on this. We have two SENCo's, one of which also holds a qualification in SEND provision (CYPOP16).. We are keen for staff to attend any training felt beneficial for the children. Staff have attended socio-communication training and Speech and language training. If there is a child who needs specific support and training is needed then we will do our best to ensure the staff team around the child are all trained in this area. The staff team are diverse in their skills and knowledge. The Play leader has 17 years experience in SEND and the key carers have all had experience of supporting children with a variety of Special Educational Needs.

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

Early support is paramount in how we differentiate the learning environment and activities for individual children. We offer verbal feedback at the end of the session and have an 'open door' policy where we encourage parents/carers to come and talk to their child's key carer at any time.

We will arrange meetings to talk about any concerns, complete a SEND plan or any referrals. The SEND plan is reviewed regularly with the parents and targets amended.

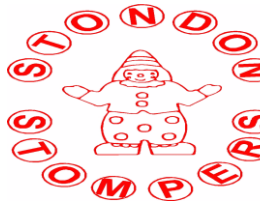
We will meet with you and other agencies to offer support to our parents and be able to share information accurately with other professionals. This could be health visitors, SALT, Early years support teachers.

We do provide information on local support groups and drop in sessions. We will make these as accessible as possible to our families; offering to provide transportation if required.

### **How accessible is the building / environment?**

We are based in a village hall. The entrance is ramped for easy wheelchair access. The play area is on one level with access to the outside area. Steps in the garden are painted yellow to aid the visually impaired. We have a disabled toilet.

We use schedule timetables and a 'now and next' board to promote children's understanding of routine. All staff are competent in using Makaton.



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### **How will the setting prepare and support my child with transitions between home, settings and school?**

When our children are moving on to schools or different settings, we make contact with the settings to share information and offer them the opportunity to visit us and meet with the children and get to know them. We gather items such as school uniforms, photograph books from the new setting/school to support the children through the transition.

Stompers staff attend transition visits at the local Lower School with the children to offer support and reassurance. If a child has a SEND plan in place a transition meeting will take place with the school, Stompers key carer and SENCo, parents and Early Years Support Team representative.

Before a child starts with us we do an initial paperwork settle where the parents and child are invited in to meet the child's key carer and the adults and children within Stompers. This time allows the child to be familiarised with the new environment and gives parents a chance to ask questions and tell us about home life and the child's routine whilst filling out paperwork which is key for allowing staff to get to know the family around the child as well as the child.

### **How will Stompers resources be used to support children's special educational needs?**

We believe that our staff team of key carers and support staff are our best way to support a child with SEN and their family, from our communication with parents and carers to our close tracking of children's developmental progress. We do have in place many different sensory toys and experiences for children on a day to basis, however if there was any other equipment of speciality toys needed for a child we would do our best to provide these. If a child requires any medical treatment of medicine during their time at pre school we will do our best to have the team around the child trained to a suitable level to best support the child and their family.

### **Who can I contact for further information about the Early Years Offer in the setting?**

You are welcome to contact our Play Leader, Karen, who is also one of the SENCos, or Angela Bastable who is our second SENCo.