

Ducklings Pre-school SEND, [Special Educational Needs and/or Disabilities]

Local Offer.

1. How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND.

In order to build early knowledge of all the unique children who begin their journey at Ducklings, we provide parents opportunities on the 'All about me', profile for new children, to share with us any concerns they may have, any existing special educational needs, disabilities or support already in place, and where they believe their child is in terms of their development. A senior member of staff and when possible the child's key person will make a visit to the child's home before they start to attend giving an opportunity to build relationships in familiar surroundings.

A key person is assigned to support the child from when they start, and working together with parents, Chris Saunders the SENDCo at Ducklings, and any outside agencies already in place, will provide an enabling environment for the child according to their individual needs. Outside agencies are welcomed into the Pre-school and we value their support in developing the child's individual support strategies. We ensure there is ample opportunity for parents to build a good relationship with their child's key person and feel able to share concerns, achievements, or advice.

2. How our setting supports young children with SEND.

All parents and children in the Pre-school are supported by their own designated key person who will support the child by observing, assessing, monitoring, planning and building the child's developmental profile which is recorded on their own unique assessment wheel in their Learning Journey. This incorporates all seven areas of learning. This is further supported by two-year checks, and base line assessments. Should needs for the individual child be identified by the key worker, SENDCo, or the parents, we will work inclusively with the parents offering support and advice if external agencies are identified as required.

Specialist resources are welcomed into the Pre-school and we work closely with families to be consistent with home/Pre-school use, therefore supporting the child in continuity in the different environments. The Pre-school supports and implements any resources which enable inclusive involvement of the child in activities.

We consider very highly the support of families of newly diagnosed children by sharing any information we have to inform parents, and passing on information we have on support groups, or accessing specific agencies that focus on specialised areas.

Any further specialist support for the Pre-school will be requested from the Essex Quadrant Send Team, which is a cluster group allocated advisory service consisting of an Educational Psychologist, Inclusion Partner, A SEND Operations Partner, and a School Effectiveness Partner. This enables liaison between a specialist, the SENDCo, Key person and parents to support and plan so the child's needs are met.

The Essex Quadrant SEND Team regularly run cluster group training which the SENDCo consistently attends. The SENDCo then informs staff of the information obtained.

3. How our setting creates learning and development opportunities for individual children with SEND.

The child's key person is responsible for using their observations, and also incorporating into the child's Learning Journey any information from the family about the child's experiences outside the Pre-school, and observations. This is assessed termly to identify in which areas the child would benefit from added support and shared with the parents.

The Pre-school welcomes children's interests and comments and incorporates them into planning the sessions with accompanying observations. The two come together so that the child's particular expressed interests can be used in planning for their sessions to promote their individual next steps.

4. How our setting works in partnership with parents/carers.

The child's journey at the Pre-school begins with a home visit by a senior member of staff and when possible the child's key person, where the child and parents can feel relaxed in their own environment. The child and their family are also invited to a Stay and Play session, during which the staff and key person engage with the child in play and the parents get a chance to meet their key person and discuss any concerns, share information on the child, identify any support needed and forge a relationship.

As a Pre-school we hold regular parents evenings, where parents have an opportunity to discuss their child's development with their key person, how best their next steps can be supported, ask questions and share any concerns or achievements their child has made. If a parent cannot attend, an opportunity can be arranged for them to speak to the key person privately at the beginning or end of a session.

Children with additional needs or a disability will also have a One Plan put into place to support them. Working in conjunction with the parents, a profile page is put together with as much information from the child, parents, family, the key worker, the SENDCo as possible. This includes the child's interests and likes, strategies to support them and what people like about them. If required, a more detailed Support Plan will be added to this. The Support Plan will include as much information as possible such as what the child has been enjoying at home and the Pre-school. Once again this is done by working together with the parents, family, the key worker, the SENDCo and any outside agencies involved with the child. One planning review meetings are also held each term. This is where the parents, family and everyone involved with the child are invited to come together to discuss achievements, difficulties, and next steps. The Support Plan is reviewed on the four areas which are 'assess' 'plan' 'do' 'review'.

5. How our setting supports the wellbeing of young children with SEND.

We as a pre-school support the wellbeing of the children by implementing a range of policies into our daily practice. These include, Safeguarding, Administering medicines, Promoting positive behaviour, Health and Safety, and Risk Assessment. There are designated members of staff for, SENDCo, ENCo, Health and Safety, Safeguarding and promoting positive behaviour. The policy folder is available for parents to view at every session.

We maintain a check list of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a yearly basis when a full risk assessment is carried out. We promote positive behaviour in a number of ways; this includes encouraging children to use the sand timer to take turns with toys, using songs to promote basic rules, visual prompts around the room, the use of persona dolls to tell social stories exploring emotions and situations in the children's experiences.

For children that require medication the key person will put a personal health care plan into place for them. When medication is administered this is recorded in the Pre-school's medication book. For children that require regular medication during session, a personal medication book can be put into place.

For children with SEND, their profile page and support plan is always available to enable their individual and specific needs to be catered for. The key person system ensures that their wellbeing and individual needs are effectively identified and supported.

6. Staff training and experience in supporting young children with SEND.

We have a designated member of staff who is the Special Educational Needs and Disabilities Co-ordinator, who has attended the relevant up to date training for SEND Code of Practice 2014. The SENDCo is supported by another member of staff who is also SENDCo trained.

Pre-school staff are aware of the SEND code of practice 2014 and have had experience of implementing it with children and families.

The Pre-school team have taken part in the Early Years Autism Friendly Setting Bronze Award which was run by Good Beginnings, and achieved the award in April 2016. As part of this all members of staff completed the Autism Awareness Course and have taken part in training on the Inclusive Development Programme for their Personal Development Plans. Professional Development Plans are also in place and the setting has hosted events such as Ros Blackburn's 'Logically Illogical' talk. All staff at the Pre-school have attended talks presented by individuals who have autism. In June 2016 we hosted a talk given by a speaker from ADHD Plus Support which all staff attended.

Staff at the Pre-school have also completed training for, Paediatric first aid, Safeguarding, Behaviour Management and Makaton. Our staff have also attended in house training where an outside professional is invited in to give specific training for an individual child's needs.

7. Specialist services and expertise accessed by our setting.

We liaise with other settings and professionals involved in the care of children with SEND and their families, including transition arrangements to other settings and schools. This has included Speech and Language Therapists, Occupational Therapists, Specialist Teachers, and teachers involved in transition arrangements for an individual child with SEN. All these professionals have been invited to the Pre-school when involved with a specific child and we value their expertise. Parents are aware when these visits are implemented, and we will always give them feedback and if applicable a copy of any report will be forwarded to them.

The Pre-school can access further advice and support if required by requesting this from the Essex Quadrant SEND Team.

With permission from the parents we can contact the Children and Young People with Disabilities Services by using the website, <https://www.essex.gov.uk>

8. How our setting includes young children with SEND in community-based activities and outings.

Parental permission for a child to take part in a local outing is included in the requirements on entry forms when the child first starts at the Pre-school. This type of outing may be a short walk, a visit to a school or local supermarket, and parents are invited to be involved if they wish too. For our annual outing, all

parents/carers are invited to accompany their child or children and usually involves transport such as a coach.

The Supervisor and Deputies at Ducklings Pre-school will carry out a thorough risk assessment before the planned trip. For our annual trip parents/carers will be given a copy of the risk assessment for their information.

To ensure that a child with additional needs has a successful experience we will support and discuss with parents as to what requirements need to be put into place. Staff can be allocated to assist during the outing if required particularly if siblings are present as well.

For trips where the parents are not present we ensure that any medications required are taken with us along with any specialist support systems such as equipment or visual prompts.

9. Our accessible environment.

The Pre-school has a named ENCO Co-ordinator who operates a Single Equality Scheme which is updated annually. This involves an Access Audit, Early Years Inclusive Environments Good Practice Audit, and an Equality Impact Check. An action plan is updated annually and has been acted upon putting in place new inclusive equipment, clearer and bigger signs outside to direct parents and visitors, and re-locating our welcome and information board to a more accessible position.

Our building is all on one level allowing access for wheelchairs, and also has a disabled toilet. Fire alarm systems are supplemented with visual and verbal warnings and there is adequate lighting.

We welcome making adaptations to our regularly reviewed newsletter for our parents and carers as needs become apparent, such as using different font, colours, and more visuals or different language to enable inclusivity. We can also provide a visual review of the activities that a child has enjoyed during their session which is printed in their home language and sent home.

With parental permission we liaise with outside professionals and settings who are involved with the child, to share strategies and discuss any specialist equipment that may be required. These are incorporated into the child's routine when needed. For example, we have used ear defenders, weighted blankets and specialist chairs. Also pop up tents to create a calming personal space. The SENDCo has also joined the Inclusive Communication Essex service at the local library which provides a lending service for support equipment such as dual language books, recording communicators, electronic visual aids and electronic toys.

10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school.

Our new parents are provided with the opportunity on the registration forms to inform us if their child has already been identified as having SEND or if they have any concerns. This enables the SENDCo to take this into consideration when arranging a home visit before the child begins to attend the Pre-school. The family are also invited to an induction Stay and Play session in order for them and their child to meet all the staff, their key person and the SENDCo. A good opportunity for us to reassure, create relationships and answer any questions the parents may have. With parental permission we ensure good communication with any outside professionals or settings who are involved with the family and welcome their advice and

expertise, putting into place any support strategies or specialist equipment to plan for the child's needs being met.

As part of the induction a profile page also asks for the child's likes, dislikes and the activities they are looking forward to taking part in. This becomes part of their Learning Journey book.

If the child is already identified as having Special Educational Needs and/or Disabilities we work closely with the family to complete a One Page Profile which is linked to their personal Support Plan. The family, outside professionals, key person, SENDCo and any support workers will then be involved in the 'Assess' 'Plan' 'Do' 'Review' process.

In order to ensure a smooth transition to school, or a new setting, parental permission is gained to invite future professionals to the Pre-school for the child to meet. In the past this has included teachers, specialist teachers, support workers, SENDCo's, Occupational Therapists and Speech and Language Therapists. Future professionals are also invited to the One Plan review meeting in order for everyone, including the point of view of the child to plan for a smooth transition.

11. How our setting organises its resources to meet the needs of young children with SEND.

We provide a wide range of age appropriate equipment and activities to support all the children's learning and development. This is monitored and reviewed as the child's needs become apparent. We welcome a re-organisation of resources to meet those needs, in the past this has included re-organising the session routine, using the 'traffic light' system to aid understanding of turn taking together with a sand timer. We also include specialist speech and language games recommended by the child's Speech and Language Therapist and the purchase of equipment which aids focus on activities. All the children are included in these activities to ensure an inclusive process. Families are welcome to share strategies and equipment with us which we will utilise with the child, therefore promoting continuity.

Should the child require individual support the SENDCo and key person will organise information to be shared with all staff to create continuity, such as how a visual timetable is being used or massage techniques. Staff ratio levels are maintained at all times and where a child has been assessed as requiring a pupil premium for extra support additional staff will be organised to fulfil this criteria.

12. How do we decide on appropriate support for young children with SEND.

If it becomes apparent that a child may have additional needs parents will be invited for a private discussion and also to view any observations made.

Information gathered both by the Pre-school, and parents will be discussed fully with the parents and decisions made together to decide if a referral is required.

Should extra support need to be put into place in the Pre-school to meet the child's needs, a One Page Profile will be produced using information from parents, family, the child, and Pre-school expressing the child's likes, dislikes, aspirations and how they want to be supported. Further documentation such as a Support Plan can also be discussed to plan for ensuring the child's needs are met. These processes are achieved by way of parents/family being invited to attend their One Plan meeting together with the key person and the SENDCo at the Pre-school.

These meetings will be arranged at regular intervals in order for parents, child, key person, SENDCo, support staff and any outside professionals to update the 'Assess' 'Plan' 'Do' 'Review' ongoing process.

13. How do we involve all parents/carers in our setting.

We are a parent committee run Pre-school made up of past, present and future parents. The children are cared for by qualified and experienced staff.

We as a Pre-school ensure there are many opportunities for parents to become involved in making decisions, the day to day Pre-school routine and to discuss their child's development.

We have regular parent's evenings where the child's development is discussed, and parents are invited to add information such as what the child enjoys at home and how they feel their child is developing.

The Pre-school runs an online Learning Journey on which the parents are encouraged to take part with by including things that the child has enjoyed at home, or an outing. The child's Pre-school observations are also added by the keyperson. Parents can only access and view their own child's Learning Journey.

Gaining information from parents for the running of the Pre-school and how they feel it is supporting their child's development is gathered from questionnaires that we send home.

We hold an open day annually to which future; present and past families are welcome to attend and feel free to discuss any issues.

In the past parents have been invited to fun evenings where the activities the children do are tried out and explanations given as to why we do them. We have an annual AGM to which all parents are invited, and this invitation also extends to our monthly committee meetings. Positions on the committee are open to parents, such as treasurer, chairman/woman, fund raising or generally supportive roles.

14. Who to contact for further information.

If you would like to contact Ducklings Pre-school our telephone number is 01376 348414.

Our Supervisor is Julie Cook. Chris Saunders is the SENDCo.

Alternatively, you can E mail to our admin E mail address which is ducksadmin@ngca.org.uk