

SEN Information

Local Offer

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Name of Education Provider: St Marychurch Pre-School

1. What special education provision is available at our setting?



What do we do here to meet your needs?

We are a small setting where every child is supported to access the curriculum. We have a Special Educational Needs and Disabilities Co-ordinator who has the day-to-day responsibility of working with the SEND policy and co-ordinating the resources/activities to support the individual children who are on an ILDP or have an Educational, Health and Care Plan. The SENDco works with parents/carers, practitioners and outside agencies in order to support the children who have additional needs.

We have a lead practitioner for Communication, Language and Literacy to provide daily support for all children.

We keep up-to-date records on children's progress and share these with parents/carers and other professionals. We have access to a range of agencies and support services for children including:-

Speech and Language Therapists, The Early Years Advisory Team, Health visitors, the 0-19 team, Portage Workers and specialist support from Child family Health Devon, Educational Psychologists and John Parkes and have had additional training on Makaton Diabetes, Epi-pen, Autism, Developmental language disorder DLD, Autism Spectrum Disorder ASD and Mental Health

We write and review individual Learning and Development Plan (ILDP) with parents/carers and agree shared targets for their children, meeting every 6 weeks to review progress together or sooner if necessary.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

We are an inclusive setting and offer places to children between 2-5 years, in line with our Admissions Policy and Ofsted Registration. All children are welcome to our setting and we will discuss with parents/carers and any agencies working with the children about the needs of the child and how our setting is able to meet these needs.

Once the child's needs are established we will access training and/or resources to make every reasonable effort to enable the child to access our setting. We follow the guidance as laid out in the Equality Act.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

The setting will follow the guidance set out in the SEND Code of Practice.

If a child's needs have already been assessed before attending our setting then the SENDco will gather information from the parents/carers, other settings and professionals prior to the child starting the setting.

The setting has a SEND policy and trained practitioners, who have a good knowledge of children's development. Practitioners will use observations and assessments to identify any children not meeting expected stages of development. They will liaise with the SENDco who will meet with parents/carers and key person to discuss the child and agree the needs and approaches required by the setting and other specialists, or agencies in order to provide the best support for that child and the family.

The setting can access additional training and resources to ensure that every reasonable effort to enable a child to access our setting and the curriculum. We follow the graduated approach to supporting the child with additional needs by using the 'assess, plan, do, review' cycle.

Teaching will be adapted to suit the needs of the child in a range of ways. This may mean that different or additional resources are sourced, such as a visual timetable, using additional adult support, or using computer technology and delivering the teaching methods at a different level or pace.

An ILDP will be put in place with appropriate SMART targets and if necessary, the SENDco will contact and liaise with other professionals. The ILDP will be regularly reviewed with parents/carers and other professionals.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

We operate an 'open door policy' and all parents/carers are invited into our setting to look around. This provides us with an opportunity to discuss the child's needs or disabilities and to find out whether there is already additional support in place. We encourage parents/carers to join us for 'taster sessions' and to stay and settle their child into the setting in the initial stages.

Parents/carers are involved in discussions with the child's key person about their child's ILDP and in identifying and assessing their child's special educational needs and disabilities. If outside agencies are involved then they are also invited to the ILDP meetings, this helps to provide good quality all round care for the child. Parents/carers are informed about any visits to the setting by outside agencies. Children's interests are implemented into the planning of the environment, the long term planning and the ILDP targets.

The Child's Key person/SENDco can be made available for parents/carers to speak to if any concerns arise (other practitioners can also be made available at the request of parents/carers). Practitioners also share information with parents using the child's online learning diary (Tapestry is the sharing platform we use) or a daily diary when required. Termly reports are provided for parents/carers, and they have the opportunity to give feedback on their child's progress, together with daily discussions and review of the ILDP or by any questionnaires. Children are also asked for their feedback at daily circle times, individual discussions and this is implemented onto the planning.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

The setting recognises that parents/carers are the first educators of their child/ren and have the best knowledge of them and practitioners will work closely with them. We are a smaller setting where all children and their families are welcome. We have regard to the DFE's code of practice for Special educational needs and disabilities. All practitioners follow any strategies and advice from professionals and put this into place on a child's ILDP to ensure that the setting is inclusive. The ILDP is reviewed regularly and adapted to suit the current needs of the child and we will aim to provide appropriate resources to meet those needs in a fun and stimulating way. The SENDco ensures any needs, strategies, specific activities and resources are included in the child's ILDP. We operate an Equal Opportunities and Diversity Policy and value the role of the parents and children in the setting.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

Practitioners will use a range of strategies and resources adapting them to support each individual child, including communication methods as necessary.

We can use a visual timetable and if appropriate and necessary will provide a 1:1 support for the child and offer them a safe place where they can be supported to self-regulate. We also use Makaton, Early Talk Boost and Blast (communication) within the setting.

Activities will be differentiated where possible to allow access for all children.

Advice and information from outside agencies will also be taken on board. It may be necessary to adapt our environment or make changes in the way the EYFS is delivered to meet the needs of some children such as allowing the necessary space for wheelchair users or children with visual impairment, or by changing the way in which an activity is delivered.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

We work in close partnership with other agencies and act upon their advice to ensure every child has a positive outcome in life. Practitioners will research and attend training on current best practice for all aspects of the child's needs and seek professional advice from the Torbay Early Years Advisory Team and other professionals throughout Torbay for expert guidance and specialist equipment.

We will endeavour to meet the needs of the child, however, there may be times when this is not possible but every reasonable effort will be undertaken to do so.

8. How is this provision funded?



Who pays for this?

We are registered to accept the National Education Grant (NEG) Funding. If children are not eligible for funded hours or use all of their 15 or 30 hour funding then our session rate fee applies.

Initially any additional support a child requires would be funded by the setting, however, if following assessments and observations, a child needed us to provide more specific support we would request additional funding from the Local Authority to provide this such as:

Extra staffing for 1:1 support

Training for staff to meet a child's needs

Obtaining specific resources

Planning of activities

We can also apply for Activity Led Funding for Inclusion (ALFI) if the child meets the criteria this is an additional funding provided to Early Years education providers to deliver support for individual children with identified Special Education Needs and/or Disabilities.

The setting will support parents to make a claim for Disability Living Allowance if applicable and the setting can apply for a one off payment from the Disability Access Fund.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

We work in close partnership with other agencies and support services and where appropriate will encourage and support parents/carers to access these services. We would seek support from professionals such as:

Speech and Language Specialists

Play chat read

Health Visitors and Social Workers

Support groups for families

Early Years Advisory Support

Portage

Family Hub

SENDIASS Torbay is a free service that gives impartial, confidential, advice and support for educational issues for the parents of children with special educational needs or disabilities (0-19) They can be contacted on 01802 212638 email

info@sendiasstorbay.org.uk or website <http://sendiasstorbay.org.uk>

We provide website addresses, leaflets and promote events and services on our noticeboard and in our newsletters.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

The ILDP can include targets for the emotional and social development of the child. If needed then we can also make a regulation plan which specifically focuses on their emotion and social development.

Our practitioners believe that all children and parents in our setting need to feel that they are welcome, belong and are valued for their unique qualities and that their input and contributions into the setting are valued by everyone. We have a Behaviour Policy which aims to teach all children to behave in socially acceptable ways and to understand the needs and rights of others. We have quiet space for self-regulating and use books, various strategies including adults modelling to a child how to regulate their emotions and how to breathe, calm and be relaxed. We support children to develop a continuing sense of self. We provide resources to ensure children with additional needs have access to the curriculum at an appropriate level, such as offering sensory activities including bucket full of surprises and wow boxes.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

We prepare a transition document and will attend transition meetings for those children moving setting or starting Primary School, enabling us to share details of ILDP's and the child. Visits are arranged for the child and parents/carers to visit the future setting, in order to become familiar with the new setting, staff and routines. A child's future teacher is invited into our setting. Parents/carers are made aware of the Parent in Partnership Support available. Transition meetings will be arranged for a child coming into our setting and we will contact and liaise with a child's parents/carer and previous setting to ensure a smooth transition and will work with all involved when a child comes into our setting with an EHCP. We can also make a social story which is a means of helping children to develop social understanding of a situation, event or activity which explains what is going to happen and how the child should respond.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

We obtain information from a variety of sources and make these available to parents/carers. This can include passing on leaflets, promoting events, providing website addresses. We also encourage Parents/carers to access the family hub which includes a variety of services and support.

There are also outside agencies which we can either refer or sign post parents to, including Early Help, Family support workers, Portage workers and/or Health visitors.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

Practitioners will seek out any appropriate extra-curricular activities available in the local area and make these known to Parents/carers through Tapestry or on our noticeboard.

We also run a baby and toddler group on Mondays and Fridays where parents/carers can come with their child/ren. There is lots of fun to be had with a range of resources made available to use. Parents/carers can also get support and advice from staff, the information/leaflet table and other parents.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

ILDP's are reviewed with parents/carers and all professionals involved with the child every 6 weeks, or sooner if necessary. At these meetings previous targets are reviewed and new targets are agreed.

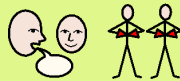
Practitioners make observations and make notes on the ILDP's each week which helps to review the targets after 6 weeks.

Termly reports are written for all children on Tapestry and meetings can be arranged with parents/carers to discuss the outcomes and current/new interests of their child. We also have an open door policy where staff can be made available to have a chat if needed.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

The SENDco Policy is reviewed at the Annual General Meeting (AGM) in July and again in February each year or as needed. Discussions are made at planning meetings and Management Committee meetings with parental involvement. Every child in the setting has their own voice and are encouraged to express their own ideas and opinions.

To reflect on our quality of practice we have an annual questionnaire and specific questionnaires throughout the year to gain feedback from parents/carers on the service provided and action plans are set up to implement the outcomes.

The Manager, Deputy Manager and SENDco keep up to date with current research, best practice and new developments by training, using websites and information provided by the Early Years Advisory Team and this is cascaded down to all practitioners.

We work in partnership with child-minders and other settings to share good practice where possible.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Training will be sought for specific requirements. Practitioners try to attend all training available to maintain their skills and expertise and ensure that their knowledge is kept up to date for their CPD.

All practitioners attend supervision meetings, have appraisals and carry out reflective practice and observations and assessments which highlights the skills and future development needs of the setting. This ensures that the training needs of practitioners are met and good practice is kept up to date. All practitioners meet each week to provide regular feedback about the needs of each individual child as well as attending half termly planning meetings.

We have received training on
Autism Spectrum Disorder
Speech, Communication and Language needs
Behaviour, Well-being and promoting positive mental health

The SENDco regularly attends the SENDco forums led by the Local Authority Advisory team.

We also have access to the Dingley's promise which is a training programme whose focus is striving for a more inclusive Early Years sector. We are Dingley's accredited and all practitioners have received the Dingley's Promise training.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

We have verbal exchanges via our 'open door policy' and will arrange meetings at any time. Parents can view their child's online learning diary (Tapestry) at any time and we can use daily diaries where needed or requested.

Concerns would be raised with parents when practitioners have made a range of observations and assessments and believe there is a need for more targeted help. This may lead to a ILDP or if a communication delay may be added to our Early Talk Boost or Blast sessions.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

The key person and SENDco are available at the beginning and end of each session and information can be shared and updated to build a good relationship with parents/carers and this allows practitioners to discuss any concerns informally, before they become a complaint. If a solution cannot be found then we will follow our complaints procedure a copy is available upon request. Every June a questionnaire is sent out for parents/carers to have the opportunity to raise any concerns and give feedback about the setting. We have a Complaints Policy and log. Details of sending complaints to Ofsted are on our noticeboard for parents and are in our Complaints Policy which can be found on the website.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Everyone is welcome to visit our setting at any time and can phone/email to make an appointment.

Telephone: 01803 312542

Email: preschoolstmarychurch@gmail.com

Visit our website: www.stmarychurchpreschool.co.uk

Torbay Family Hub site holds information about our setting.

Visit the Ofsted website for our Inspection Report URN 139478

20. How the education provider involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

Professionals who are involved with the child will be invited to attend the ILDP review. We will signpost parents/carers to other organisations such as Cerebra, Sunshine SEN support, Tissues and Issues and parent SEN support forums and will invite other bodies into the setting when support is needed.

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

Our Designated Safeguarding Lead is the first contact for Children's Services, Social Care and Targeted Help. All looked-after children will have a Personal Education Plan (PEP) and have a virtual school head (VSH) who is responsible for the overseeing of looked after children. The setting will involve all bodies supporting cared for children and will have input into the Torbay Virtual School and adhere to any support which is needed and report back when necessary.