

SEN Information

Local Offer

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Name of Education Provider: Galmpton Pre-school.

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



What do we do here to meet your needs?

**Galmpton Pre-school is a fully inclusive setting, offering quality care, support, and education to children aged 24 months to 5 years.
 We support all children to access our provision with a range of activities in an open plan layout.
 We are open 8-5 Monday -Thursday and 8-3 Friday, term time only.
 We accept childcare vouchers and all funding.**

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 a fully inclusive setting we follow guidelines set out in the Equalities Act 2010.
 Your child must be between the age of 24 months to 5 years.
 The Senco and the child's key worker will arrange a meeting with parents and carers to discuss how we can best meet the needs of the child.
 If we need to we will seek advice and support from external agencies for children with specific medical needs. We would also seek training for staff if necessary.**

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?

We assess the children's level of need through observations and assessments and look at whether they are achieving their developmental milestones. A time limit of 6 weeks is set for this.

We would also look at the information collated from a child's 2 year progress check, as well as any reports from external professionals already involved with the child.

We use Portage small steps assessment tool or the Early Years Development Matters to identify a child's progress.

Once we have assessed a child's need we will make a referral to other agencies for advice and appropriate support for the child. This may include Torbay Early Years Advisory Team.

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 follow the Graduated approach of Assess, Plan, Do and Review, as laid out in the 0-25 SEND Code of Practice 2014.

A parent questionnaire is given out at a first visit. Parents can detail any concerns they may have about their child, and they have the opportunity to discuss their observations during the visit.

A later meeting is held once a child has already attended for 6 weeks. Parents are encouraged to come into the setting to discuss their child's progress so that everyone connected to the child can share their views or share personal information from previous appointments with Health Visitors, family hub, or medical professionals.

ILDLP meetings and reviews enable us to set targets for the child (SMART- Specific, Achievable, Relevant, and Timebound).

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



How will we teach you?

Once the child has been identified as having a level of need, we plan an individual approach for them.

The environment will be adapted to support the individual child's needs, and practitioners create a calm environment and use a variety of tools to help the child achieve their outcomes. We offer 1-1, or small groups sessions with a key adult, providing targeted support where there is a particular level of need.

We will seek support from external agencies such as : Occupational Health, Torbay's Early years advisory team, hearing or visual impairment service, 0-19 hub if needed.

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



What sort of things will you learn here?

We offer a varied curriculum which can be altered to suit the needs of the child. We break down a child's learning into bite size sections to enable the child to achieve their desired outcomes. Activities would be extended gradually ensuring the child understands each step.

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?

After discussions and permission from the parents, we would consult other professionals to gain access and advice from their services, such as Speech and Language services, Educational Psychology service, Occupational Health, Physiotherapy, Health Visitor, or Paediatrician.

We make referrals to external services to help everyone involved with the child and to ensure the child's needs are met.

8. How is this provision funded?



Who pays for this?

We use the government funding and private funding we receive to support all the children in our care.

We have charitable status and use any proceeds made from fund raising activities to purchase additional resources.

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?

With permission from the parents, we may need to apply for Activity Led Funding for Inclusion (ALFI).

If we get the funding then we can support the child by purchasing extra resources.

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?

Support is offered around Social, and Emotional development as this is sometimes an area of struggle for children.

We use aspects of THRIVE to support children to explore their feelings and help regulate their emotions by using emoji cards and faces, and puppets and books.

We promote the importance of peer relationships, and we support children to learn how to share and take turns.

We encourage children to express themselves and their views and we validate their feelings to support their well-being.

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 provide enhanced transitions for children with Special Educational Needs taking them regularly to visit their new classroom and to meet their new teacher. We would also make a photo book of collated images of the child's new school and new faces to help familiarise themselves with their new environment.

We would encourage a meeting between the child's family and new teacher to ensure that they are fully aware of the level of need, and the parents aspirations for their child. As a setting we would provide a transition report including information from professionals working with the child.

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 will work in partnership with parents to ensure we are accessing as much support for the child as we can.

We work with other agencies and seek advice wherever possible.

Staff training may be provided if the child would benefit from that.

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



What other activities can you do here?

We provide an after-school club for children from 3-5 which is play based.
We take walks through the village and up to the Primary School's Community Garden.

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?

We offer regular meetings to review ILDP's with parents which are held face to face in the setting. Parents and the key worker are given the the space to share their views around their child's progress. They can review the SMART targets set at previous meetings and set further targets breaking down the learning into small bites to make them more achievable for the child.

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?

We encourage parents to complete a questionnaire detailing their views, as well as holding regular meetings with the Senco and the key worker to look at the child's need and how we are providing for them.

Action plans including next steps are created to ensure effectiveness across the provision. ILDP's are broken down to look at how effective they've been, as well as looking at the impact of purchased equipment and how that has helped the child.

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?

All staff at Galmpton Pre-school attend training which is highly important for their continuous professional development. The Senco attends SEND forums, and Autism Awareness forums. Staff also attend Speech and Language communication network meetings. One member has recently completed Portage 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 offer 6 weekly ILDP meetings for all children who need special educational provision, these will continue until the child learns our setting. Parents would be messaged on our online journal 'Tapestry' or by telephone calls to keep them informed of the child's progress. Parents can also request a meeting with staff at any time to come into the setting for a face-to-face meeting. If they wish they can bring someone with them for support.

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?

We would like to think that if a parent wasn't happy about something that had happened with us, they would speak to the manager first before wanting to take anything further. A copy of our Complaints Policy is available on our website.

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



How can you find out more about us?

We provide stay and play sessions for new children and parents to become familiar with the setting.

Call us on 07904543947 to book a visit, and come and look around.

Alternatively check our website www.galmptonpreschool.com

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?

**We would in partnership with all other agencies.
We will contact the agencies on behalf of the parents, write referrals, arrange meetings, invite them to meetings.**

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?

The support we offer children with SEN applies to all children, whether looked after by the Local Authorities or not.