

SEN Information

Local Offer

Person with overall responsibility for SEN within Early Years Setting / school / college / organisation:	Dahra Pike & Angie Baldwin
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Name of Education Provider: Holy Angels Pre-school

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



What do we do here to meet your needs?

Holy Angels Pre-school is a fully inclusive setting, offering high quality care, support and education to children aged from 20 months to 5 years.

We will endeavour to offer your child the support and care they require to flourish in our setting.

We are an open plan setting with easy access to our outside terrace.

We are open from 7.30am – 5.30pm, Monday – Friday, term time only. We aim to be as flexible as possible with our offer.

We accept childcare vouchers and all funding.

We are a Makaton friendly staff, all staff have completed level 1 and level 2 Makaton training in September 2024.

‘Staff promptly identify children with additional needs and provide excellent support for children with special educational needs and/or disabilities (SEND). They have a very inclusive approach and are fully committed to enabling the best possible outcomes for the children who attend’.

Ofsted report October 2022, outcome Outstanding in all areas.

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 the guidelines set out in the Equalities Act 2010.

The only criteria we use is that a child must be between 20 months and 5 years old.

The setting Senco and the child's key worker, will arrange a meeting with parents / carers to discuss how we can best meet the needs of the child.

If needed, we will seek advice and support from external agencies for children with medical needs or specific special educational needs and request training for our staff if appropriate.

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

We work in partnership with parents and all external agencies, to support the child.

We assess a child using observations, information from parents/carers, other significant adults in the child's life and external agencies, if they have been involved prior to the child starting with us. We use the Portage small steps assessment tool or the Early Years Development Matters to identify a child's progress.

Once we have assessed a child's needs, we will in some cases make a referral to other agencies for advice and appropriate support for the child, such as Torbay's 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?

If parents have concerns prior to their child starting with us, we will arrange a meeting before the child starts. We will use the information gathered at this initial meeting, to decide how best to support the child. With parent's permission we will contact any external agencies who have been involved in the life of the child up to this point and ask for any reports to be forwarded to us.

From this point we will hold 6 weekly Individual, Learning and Development (ILD) meetings and ILD reviews which enable us to set targets, share progress and updates with parents, and discuss any concerns. We ensure that any targets we set for a child are SMART – Specific, Measurable, Achievable, Relevant and Timebound

We will also invite external agencies to join the meeting or send a report. Parents can request an additional meeting at any time.

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



How will we teach you?

Once the needs of the child have been identified, we will plan an individual approach to support the child. This may be working with a team around the child using additional adult support if required. We may place a referral into Torbay Portage team.

The environment and routine maybe adapted to support the individual child's needs. For example, we have purchased a mini trampoline and wobble boards for children with sensory needs. If a child struggles with joining in snack or group times, there is no expectation for them to join in, we will use a small step approach to support them. We may place a referral into Torbay Portage team.

We will seek support from external agencies such as: Occupational health, Torbay 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 broad curriculum which can be differentiated to suit the needs of a child.

We offer additional adult support to enable a child to participate in activities and the daily routines of the setting. For example, a child may need hand over hand support to complete a jigsaw, be a snack helper, or share.

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?

If we feel it is appropriate and with permission from parents/carers, we will refer a child into a service that we feel may offer the best support for that child, such as, Speech and language service, Educational Psychology service, Occupational Health, Physiotherapy, Paediatrician, Health Visitor, Visual or Hearing Impairment team.

We will ensure regular contact for updates on waiting lists and estimated appointment dates.

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 fundraising 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?

Having followed the Graduated Response and with permission from parents/carers, we may decide to make an application for Activity Led Funding for Inclusion (ALFI). If successful, this will provide us with an additional amount of funding which we can use to purchase resources or pay for additional staff to support a child. Parents will be able to contribute to this referral.

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?

It can be very difficult for small children to understand emotions and why they feel like they do, or how their actions can make others feel.

We use visual resources such as emotion cards, Makaton signs, books or puppets to support a child's understanding.

When children with SEND struggle to regulate their behaviour, staff understand their frustrations and give them compassionate reassurance to support them. This helps children to feel safe and secure.

Ofsted Inspection September 2022, outcome Outstanding in all areas.

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 work closely with parents and a child's next setting to ensure a smooth transition for the child.

We will aim to start the transition a whole term before, contacting the child's primary school or their early years setting to arrange a meeting with the settings senco or class teacher and parents and carers. More than one meeting will be arranged if feasible. The school / setting will be invited to come and visit the child in Holy Angels pre-school and if appropriate and possible we will go with the child to visit their new setting.

We will put together a This Is Me booklet, all about the child, with lots of photographs, and information such as

'How you can help me'

'I struggle when'

'My favourite things are'

'My strengths are'

This is a really useful child friendly document which parents can also contribute to.

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 are accessing as much support for the child as we can.

We will work in collaboration with other agencies and seek advice wherever possible.

If we feel a child will benefit from a staff member accessing additional training, we will endeavour to put that in place.

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



What other activities can you do here?

We employ a music teacher to offer a music lesson each week, over the course of the year we try to ensure that all children take part.

We arrange a 'Leavers zoo trip' on the last day of the summer term for the children who are leaving us to move onto primary school. All children are invited, we use ratio of 2-1 or 1-1 if a children requires additional support.

We have a forest school area in our grounds, which we access each week. All our children take part in trips up to forest school.

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?

Every 6 weeks, the setting senco, parents/carers and any other invited agencies will meet together for an ILDP meeting. These valuable meetings provide an opportunity for parents to tell us what is happening at home, have they heard from any other agencies, have any appointments been made.

They are also an opportunity for us to review the SMART targets set at the previous meeting, do we need to set another target, do we need to break that target down into smaller bites, or has the child successfully met that target and what shall we set as the next one?

We usually meet face to face in the setting, but we can organise a virtual meeting for parents or agencies who are unable to get to the setting.

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 meet regularly with parents, asking their opinion, seeking their views on what is working well for the child, does anything need to change?
At each ILDP meeting, parents are asked ‘what we can do to help you’, ‘how can we best support you’?
We look at the small steps of progress of the children in our care, if something isn’t working for that child, we will reflect and adapt.
Parents feedback to us is important, they know their child best, it’s important that we listen.**

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 recently attended 2 day Makaton training, both setting sencos regularly attend the SEND forums and Autism Awareness forums, these provide updates, signposts to resources, what training is available.

We have a member of staff who is our communication lead, attending communication forums, several members of staff have attended Talk Boost and Teddy Talk training.

Continuous Professional Development is important for all the staff in Holy Angels Pre-school. We ensure that all training is kept up to date.

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 continue right up to when the child leaves us. The last couple of ILDP meetings will be based around transition onto their new setting.

Parents can access their child's learning journal online, they can see photographs and comments from their child's key worker or the setting sencos.

Parents are told from the start they can request additional meetings at any point during their child's time with us and are welcome to bring a family member with them if they prefer.

We use face to face meetings, virtual online meetings or telephone calls. Parents who speak English as a second language are invited to bring someone to act as an interpreter if they wish.

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 hope that if a parent wasn't happy with any aspect of our setting, that they would come and speak to the manager first and foremost.

However, we have a complaints policy detailing the procedure for a complaint which is available for parents on our website, we also upload all of our policies and procedures onto our Family software programme which parents can access.

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



How can you find out more about us?

Come and have a look around, please call us on 01803 613095 (option 3) to arrange a visit at a time / day to suit you.

Alternatively, check out our website

www.holyangelspreschool.org.uk

Read our Ofsted report, the link is on our website

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 work in partnership with all other agencies.

We will contact agencies on parents behalf, write referrals, arrange meetings, request reports, invite them to our ILDP meetings and send copies of meeting minutes where appropriate.

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 for children with SEN applies to all children, whether they are in the care of parents, or the care of the Local Authority. In addition, children who are looked after will also have an Electronic Personal Education Plan (EPEP) put in place, which will run alongside the ILDP. As well as a 6 weekly ILDP meeting there will also be a half termly EPEP meeting.