Froxfield Pre-School Special Educational Needs and Disabilities (SEND) Local Offer

1. *How does the Pre-School know if children need extra help and what should I do if I think my child may have special educational needs or disabilities (SEND)?*

Before your child starts at our pre-school we invite you attend settling in sessions with your child. We get to know you and your child and this can be a great opportunity for you to tell us about any concerns you may have regarding your child and their needs. We also ask you to provide information about your child's health, development and interests and this can also help to highlight any areas for concern. We allocate a key person to you and your child who will make a special effort to get to know and understand you both. If we identify any special needs that your child may have that you have not already identified, we will talk to you and discuss what we can do to help. Observation of our children is fundamental to our planning for their progress and development. Our school SENCO, Mrs Farrow, works closely with Charlotte Turrell, our Pre-school Manager and SEN Co-ordinator, to provide support and offer advice. You can talk to us informally at pick up time or arrange a meeting to discuss your child before or after sessions.

2. *How will the Pre-School staff support my child?*

Your key person will work closely with you and your child to ensure that your child is being introduced to activities and materials to support their development and learning. If necessary we will work with you to produce a Pupil Passport (PP) for your child to ensure that there is a consistent approach to your child's education and development. Charlotte will ensure the curriculum and learning opportunities are planned to meet the needs of individual children and she will liaise with the SENCO and outside agencies who offer specialist support. Supplementary materials and advice offered by outside agencies is utilised within the pre-school. We undertake any necessary training in order to support children who have SEND.

3. *How will the curriculum be matched to my child's needs?*

The curriculum is designed to enable children to lead their own learning. Our practice supports each child's individual interests and needs, using these to progress their particular developmental journey. This means that our children are all treated as individuals and they are able to progress at their own rate. We observe children carefully to understand their needs and interests and to enable us to introduce materials and activities which are well-matched and appropriate. Children are given frequent opportunity to practise new skills in order to master them.

4. *How will both you and I know how my child is doing and how will you help me to support my child's learning?*

We regularly talk to parents both informally and at planned meetings about their children. Photographs and observations are also used to record children's milestones. Parents are encouraged to view these observations and photographs on Class Dojo and are welcome to come into pre-school

at any time to see some of the things their children are doing or to talk to staff about any questions, queries or concerns they may have.

5. *What support will there be for my child's overall well-being?*

The safety and welfare of all our children is paramount to our practice. We carry out daily risk assessments and regularly review our policies and procedures for the pastoral, medical, social and emotional support of children. These are available for parents to read in the pre-school and on our Website. Charlotte and our SENCO will discuss any specific needs your child may have with you. We also carry out risk assessments for individual children with specific risks associated to their needs and / or disabilities.

6. *What specialist services and expertise are available at or accessed by the Pre-School?*

Mrs Farrow has extensive experience working with children with a wide range of needs and disabilities. We work with educational psychologists, speech and language therapists, physiotherapists, occupational therapists, Portage and other specialist settings in order to support children in our pre-school.

7. *What training have the staff supporting children with SEND had or are having?*

Our SENCO attends support meetings and regularly attends training to update and review our practice. Our pre-school manager and staff attend relevant training for children with special needs, including: Behaviour Management, Speech and Language courses, autism awareness and Makaton training.

8. *How will my child be included in activities outside the Pre-School, including trips?*

The majority of our parents are keen and able to accompany us on any off site visits. We will always ensure that there is a minimum of 1 adult to 2 children and when necessary we will provide 1:1 assistance to enable a child to come on our outings. We discuss our outings with parents, talk through and manage any anticipated difficulties, do thorough risk assessments and brief all staff and parents prior to the visit. We modify activities to suit the different needs and abilities of all our children so that they are able to participate and be included.

9. *How accessible is the Pre-School environment?*

Our pre-school is based in a single storey Village Hall, so there are no steps to negotiate. There is a slight "lip" to negotiate, in the main doorway and a slope at the fire exit but this does not preclude wheelchairs. There is one disabled bathroom, which can accommodate a wheelchair and has changing facilities. We have undertaken Makaton training and can work with EMTAS, if necessary, to help support children and parents whose first language is not English. Outside there is a large car park which is mostly flat. The garden area has a slope and may require an individual plan and risk assessment to be put in place in order to meet specific needs.

10. *How will the Pre-School prepare and support my child to join and to transfer to a new setting / school?*

We prepare for new children to join us by offering settling in sessions prior to their start date. Parents accompany and stay with their children in our pre-school during normal sessions, for as long as it takes for both the parent and children to feel comfortable and confident in the setting. We talk to parents and any professionals already involved with the child, in order to prepare and to acquaint ourselves with children's needs. We work closely with children's reception teachers who visit them

in pre-school, sharing all relevant information to ensure a successful transition for our children. When we feel it will improve transition, we support children on school visits, planning in extra visits if necessary. We attend meetings with teachers and professionals ensure the school is able to meet the needs of children with SEND. Where needed, Transition Partnership Agreement meetings take place.

11. *How are the Pre-School's resources allocated and matched to children's special educational needs?*

Funding can pay for 1:1 support that a child may need and is also used to pay for any specific staff training needed in order to support the child. We use funding to purchase specific educational resources that the child may need or would benefit from.

12. *How is the decision made about what type and how much support my child will receive?*

Decisions about the type and amount of support needed for a particular child are reached through discussion with parents and any professionals already involved with the child's care. Our thorough and methodical observation of children's development, skills and needs within the pre-school will also inform any decisions made regarding the support children need.

13. *How are parents involved in the Pre-School and how can I be involved?*

We welcome parental involvement within our pre-school and parents may stay with their child as long as they would like in order for them to feel comfortable. We encourage parents to come in to share their children's learning and to celebrate their achievements and progress. Parents with special interests or skills are encouraged to come and share them with us and we invite parents to come and see some of the things their children are doing in pre-school. We seek opportunities for workshops from outside agencies which the parents might find interesting and useful. We have regular review meetings with parents of children who have Pupil Passports to discuss progress and next steps.

14. *Who can I contact for further information?*

Your first port of call is to visit our website – https://www.froxfield.hants.sch.uk/ - or to contact us by email: adminoffice@froxfield.hants.sch.uk or by phone: 01730 827251. If you need help to find other support services for information and advice, once your child is attending our pre-school, you should speak to your key person, Charlotte Turrell, our Pre-School Manager, or Melody Fry, our Finance Officer, who will do their best to point you in the right direction.