



Forest Row Community Pre-School SEN and Disability Offer

How we know if children need extra help and what should you do if you think your child may have special educational needs

The staff at Forest Row Pre-School are continually observing and assessing the children that attend the setting and monitor their progress.

There is a key person system in place so that staff can concentrate on their allocated children. We also operate a buddy system to ensure continuity for your child in their key person's absence. The staff work hard to build relationships with their key children and families, as knowing them well helps in identifying any concerns. Parents are encouraged to discuss their child's progress regularly and are free to meet privately with their key person at any time.

The Early Years Foundation Stage (EYFS) 'Development Matters' statements are used as a reference for monitoring each child's development and can be an indicator of any Special Educational Needs or Disabilities (SEND).

If your child's key person has identified a possible individual need they will discuss this with you so you can plan together for your child's learning and development.

Our special educational needs coordinator (SENCO) will offer support and advice to your child's key person and other staff in our setting. They will also liaise with other professionals to seek relevant advice and support.

If you feel your child has special educational needs we encourage you to speak with your child's key person, one of our trained SENCOs or the Manager. All staff are available to chat at collections and drop offs throughout the week and will be more than happy to make a longer appointment with you.

How we will support your child

On starting at Forest Row Community Pre-School we will ask all parents to share information on their child about their strengths and needs. If your child has been identified as having SEND, our SENCO with the input of yourselves, and any relevant professionals will lead the staff on how best to support your child. Observations, assessments and evaluation will also contribute towards our SENCO writing a Setting-Based Support Plan (SBSP) which all staff will be aware of and your child's key person will be responsible for ensuring it is implemented. The Plan sets small achievable targets for your child to help them reach their next steps. We will work in partnership with you, reviewing the planned targets and deciding new ones together.

Decision making regarding the level of support and type needed

We treat each child as an individual and each case is discussed with relevant staff, parents and outside agencies if needed. Together we will put together a Setting based support plan detailing how we are supporting your child in stepping forward. This will help us to evaluate needed resources and time. If we feel it suitable we will apply for additional funding through the Early Years' Service. We also facilitate visits from specialists to better enable us to understand your child's needs. Where applicable, staff will attend specialist training and information sessions. We welcome your child's medical professionals to provide advice and setting visits to make recommendations.

How we know how your child is doing and how we will support their learning

Assessment systems are in place for all children, such as the 27 month Integrated Progress Review and on-going observational assessment, which are all linked to the EYFS ages and stages of development. Each child has an online 'learning journey' with Tapestry, which parents can view whenever they wish and are encouraged to contribute to. We hold parents consultations at least twice a year, along with review meetings of your child's SBSP. Our SENCO and your child's key person will work to keep you updated on your child's progress regularly and you are welcome to arrange a meeting at your convenience.

Parents are always welcome to tell us how their child is doing, on a daily basis, and provide ongoing two way communication between us.

Parents are also welcome to stay during a session to see how their child has settled or join in and help with an activity.

Our SBSPs are completed alongside in-depth monitoring sheets allowing us to provide you with constant updates on how they are working towards goals every session they are in.

How we will support your child's overall well being

Forest Row Community Pre-School aims to provide a friendly and welcoming environment for our children and their families.

Staff work hard to form trusting relationships with their key children and to get to know them as well as possible. They provide good role models for positive behaviour, and we are consistent in our day-to-day care of all our children.

We are flexible in our routines to provide a positive environment for your child's needs and respectfully support them with their care routines.

The children are constantly supervised to ensure they are playing happily and safely. Our staff encourage them to play independently and co-operatively, helping them to develop their social skills.

All personal care is handled by the key person or buddy with the utmost care and respect.

Specialist services that we can access

In addition to your knowledge of your child and the experience of the staff, further help will be sought from an external agency or professional, if necessary. This may include an educational psychologist or a speech therapist. If it is felt that your child has more complex or long term learning needs, the Children's Services Authority will conduct a statutory assessment to get a clear picture of your child's needs.

Additional information from professionals including your doctor, health visitor and the children's services may be used.

If it is felt that extra funding is needed to pay for extra staffing or special equipment to support your child we would apply for a childcare inclusion bursary fund.

Our SENCO would access help from the most appropriate specialist services for your child.

Staff training

Our named SENCO has completed Inclusion Training for Early Years and Childcare Practitioners which is refreshed every two years. The SENCO and manager also attends termly Inclusion Group meetings which are fed back to the staff.

Several other staff members also hold inclusion training as well as specific training courses accessed to support the children in each cohort. This has included training to provide tube feeding, administer different medications, behaviour management and Makaton (baby sign language). Staff also include a level 3 ELKLANS speech and language to support children with speech difficulties.

Staff training is ongoing and regularly reviewed. Relevant training will be sought to help deliver the right care for our children.

How we will include your child in activities outside the classroom

We will endeavour to include parents of a child with SEND in the planning of an off-site trip to identify the strengths and needs of your child.

In order to fulfil our high 1 adult to 8 children ratio on outings we may book extra staff and invite parents to join us. Our ratio is always flexible and assessed on an individual basis, in some cases a 1-to-1 ratio would be used if necessary. Parents are always welcomed and encouraged to join any outings or activities.

Our Health and Safety Officer always conducts a risk assessment ahead of the trip so it can be planned safely for all the children.

Staff always go equipped with a first aid pack and would also take any emergency medication that a child may need.

Forest Row Pre-School operates child led learning and staff are trained to extend and differentiate learning to suit all children.

The accessibility of our setting

Our Pre-School is all at ground floor level. It does not have wheelchair access through the main entrance but using the garden entrance would allow level access. The main hall is spacious allowing furniture and resources to be easily moved when necessary. Wide pathways are cleared to allow access for all to activities.

The environment is visually rich with many photos of the children displayed including a photo album of the children's families. Visual aids are used to help the children paying particular attention to children with English as an additional language. If you are a parent who does not have English as your first language, we can involve another family member who speaks English, or if possible arrange for an external interpreter.

If specialist equipment is required for a child, and our budget did not permit it, we would consider fundraising or applying for funding.

How we will prepare and support your child to join a new setting or school

Parents and children are invited to look around our Pre-School and to meet the staff. We then offer a free test play or as many as are required, where you can stay for part or all of the session. We offer a flexible settling in period, if your child is having difficulties settling in.

The settling in process also gives us a chance to get to know your child, and provides the opportunity for you to share with us details of your child's needs and the involvement of other professionals, and agree with you a consistent approach to ensure continuity of care for your child.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new key person/teacher and SENCO to attend sessions with your child to help them become familiar with them and to discuss your child's strengths and needs.

We would also participate in a transition meeting for your child into their new setting, sharing any relevant information on your child including targets on your child's SBSP and minutes of review meetings.

It may also be possible to arrange for your child's key person to attend settling in sessions at your child's new setting with them, to help promote a smooth transition.

How we involve parents in our setting

We encourage you to be involved from the first visits to our Pre-School. All parents are welcome to volunteer to help in a session, participate in fundraising or become a committee member.

Parents are welcome to attend any event or outing and we welcome any feedback.

Your child's strengths, needs, likes and dislikes are discussed when they start to help make the settling in process go smoothly.

You are involved in identifying needs, information sharing, planning target, next steps and in reviewing your child's progress.

Your permission will be sought before involving outside agencies.

This offer is accurate now, but services are regularly reviewed and could change.

All information will be updated as soon as possible to reflect any new service offer.

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