



St. Mary's Under 5's Preschool

THE LOCAL OFFER – Special Education Needs

1.	<p>How does your setting identify children with additional needs or SEND?</p> <ul style="list-style-type: none"> • <i>Sharing of information from parents, other settings and agencies</i> • <i>Keyperson observations within the seven areas of the Early Years Foundation Stage (EYFS) and reference to the Best Practice Guidance</i> • <i>Completion of the Progress Check at Two years old</i> • <i>Range of assessment records/audits/tools</i>
2.	<p>How will I be informed/ consulted about the ways in which my child is being supported?</p> <ul style="list-style-type: none"> • <i>Daily informal contact with your child's keyperson at the beginning and end of preschool session</i> • <i>Written assessments via parent meetings three times a year</i> • <i>Sharing of observations/progress trackers via learning journeys</i> • <i>Parent involvement in targeted and personalised planning</i>
3.	<p>How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs?</p> <ul style="list-style-type: none"> • <i>Planning for individual children</i> • <i>Adaptations to the environment and activities where appropriate</i> • <i>Targeted and personalised planning to give children the most appropriate foundation for progress</i>
4.	<p>What teaching strategies does the setting use for children with additional needs or learning difficulties?</p> <ul style="list-style-type: none"> • <i>Planning for the 'unique child', including the characteristics of effective learning</i> • <i>The Preschool Special Education Needs Co-ordinator's (SENCo) liaises with outside agencies to ensure therapists' recommendations are carried through</i> • <i>Range of visual support materials</i> • <i>Use of Makaton signing</i> • <i>Individual and small group activities</i> • <i>Availability of our 'quiet' room/areas</i> • <i>Use of ICAN/Every Child a Talker (ECAT) strategies</i> • <i>SMART targets (Specific, Measurable, Accessible, Realistic/Relevant, Timebound)</i>
5.	<p>What additional support does the setting provide for children with additional needs or SEND?</p> <ul style="list-style-type: none"> • <i>Trained SENCo's and specialist SEND training attended by staff</i> • <i>Close working relationship between keyperson, SENCo and parents</i> • <i>Monitoring role of SENCo's</i> • <i>Training opportunities for all staff</i> • <i>Application of additional funding to support individual children where appropriate eg. Special Educational Needs Inclusion Fund (SENIF),</i>

	<i>Disability Access Fund (DAF), Early Years Pupil Premium (EYPP)</i>
6.	<p>How will the setting monitor my child's progress and how will I be involved in this?</p> <ul style="list-style-type: none"> • <i>Observations</i> • <i>Arrangements for summative assessments</i> • <i>Review of targeted and personalised plans</i> • <i>Assessment data analysis</i> • <i>Regular formal and informal opportunities to discuss progress</i>
7.	<p>How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?</p> <ul style="list-style-type: none"> • <i>Regular review with parents and staff</i> • <i>Evaluation of the way planning is differentiated</i> • <i>Research in advance of any trips and feedback afterwards</i> • <i>Appropriate risk assessments completed</i>
8.	<p>How accessible is the building for children with mobility difficulties/wheelchair users?</p> <ul style="list-style-type: none"> • <i>The setting is structured over one floor with an open plan structure</i> • <i>Direct wheelchair access to both play rooms and gardens via even flooring/slopes</i> • <i>Accessible toilet and changing facilities</i> • <i>Parking available adjacent to preschool</i>
9.	<p>How will you support my child's transition to a new setting or school?</p> <ul style="list-style-type: none"> • <i>Assessment reports which incorporate information about the characteristics of effective learning</i> • <i>Relevant paperwork such as Progress Check at Two, passed on with consent</i> • <i>Additional transition sessions between preschool rooms</i> • <i>Transition/photo booklets of primary school</i> • <i>Visits to school or setting</i> • <i>Meetings with school or other setting SENCo's</i> • <i>SENCo attends annual Transition Network meeting</i>
10.	<p>How does the setting assess the overall effectiveness of its SEN provision and how can parents/ carers take part in this evaluation?</p> <ul style="list-style-type: none"> • <i>Opportunities at SEN specialist services referral meetings</i> • <i>SENCo forum meetings</i> • <i>Evaluation of training and workshop content</i> • <i>Staff meetings</i> • <i>Annual questionnaire/surveys</i> • <i>Review of self-evaluation forms</i>
11.	<p>Who should I contact if I am considering registering for a place at the setting?</p> <ul style="list-style-type: none"> • <i>Speak to our Administrator for a registration form</i> • <i>Visit our website www.stmarysunder5spreschool.com where a form can be downloaded</i> • <i>Manager may arrange additional meetings with keyperson/SENCo's prior to your child starting at preschool</i>
12.	<p>What arrangements does the setting have for feedback from parents/ carers, including compliments and complaints?</p>

	<ul style="list-style-type: none"> • <i>Open door policy</i> • <i>Suggestion box in parent foyer</i> • <i>Information on setting website/prospectus</i> • <i>Annual questionnaire/survey</i> • <i>Complaints procedure/policy and feedback process</i> • <i>Opportunities to join the Preschool Committee</i>
	<p>Specialist SEND training/experience within the setting is as follows:-</p> <ul style="list-style-type: none"> • <i>SENCo Trained</i> • <i>Autism (Awareness and Champion)</i> • <i>Makaton</i> • <i>SEN or EAL</i> • <i>Early Years – completing personalised plans and applying for a statutory assessment</i> • <i>Early Years SEND – the graduated responses, processes and procedures in Kent</i> • <i>Special Educational Needs Inclusion Fund (SENIF)</i> • <i>Sensory Circuit/Sensory Difficulties in the Early Years and strategies to manage them</i> • <i>Working with Selective Mutism</i> • <i>Let's get talking</i> • <i>Speaking clearly</i> • <i>Improving outcomes: high aspirations and expectations for children with SEND</i> • <i>Kent Core Risk Assessment and Care Plans</i> • <i>Complex Medical Needs eg. severe allergies, diabetes, coeliac, sickle cell</i> • <i>Designated Safeguarding Lead – Amanda</i> • <i>Deputy Safeguarding Lead – Jane</i>