



Battle Pre-School

Our SEN and Disability offer

How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

On starting pre-school you and your child will be introduced to your key person who will be your main point of contact. The aim of the key person is to build a warm, caring relationship with your child and your family which will ensure that the key person really gets to know your child. Strong parental partnerships are valued.

Your key person is responsible for making observations and assessing progress towards goals described in the Early Years Foundation Stage (EYFS). Observations inform the key person of your child's individual interests and the next steps in learning will be identified for all their key children. Each key person records observations and children's development via an 'Early Years Online Learning Journal', which is easily accessible to parents.

Between the age of 27 and 30 months, your child's key person will liaise with yourselves and your health visitor, to complete a '27 Month Progress Review'. Children's development is constantly monitored to ensure their progress is on course and support plans will be put in place if children are not making the expected progress.

The setting has a Special Educational Needs Co-ordinator (SENCO), Michaela Whiting who is able to liaise with outside agencies to help your child when necessary and the SENCO will then work in partnership with yourself and your child's key person to best help your child.

If your key person has concerns they will discuss them with you and the (SENCO). Any extra support will be documented and a referral to a specialist service may be suggested. If you have any concerns please discuss them firstly with your key person.

How will the pre-school/ nursery support my child with special educational needs?

We recognise the wide range of additional needs required by children and families in the community. Consideration is given as to how these needs can be met and individuals supported. We stretch and challenge all children.

The setting's Special Educational Needs Co-ordinator (SENCO), Michaela Whiting is able to liaise with outside agencies, for example the Early Years Service, to help your child when necessary.

A 'setting support plan' will be drawn up, where necessary. The key person and all staff at pre-school will be involved in helping your child work towards these. These will be assessed and monitored to ensure they are effective.

Ensuring that there is a continual exchange of information is very important and we encourage a strong relationship with parents, using Tapestry our online learning journal system which enables a two way conversation as well as recording your child's progress.

How is the decision made about what type and how much support my child/young person will receive?

All the children in the setting are individual and we have a wide range of toys and educational resources, however, your child's key person is their most important resource. We work in partnership with families in order to communicate with outside services, for example the Early Years Service in the hope of obtaining support and resources.

In some cases, an additional support carer may be required and, if this is felt necessary, bursary funding will be applied for to enable this to be put in place.

We allocate any money received to the general care and support of your child.

<https://localoffer.eastsussex.gov.uk/>

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

Strong partnerships with parents and continual exchange of information are encouraged at pre-school.

Your child's Learning Journey is available online via 'Tapestry'. This contains developmental information and observations and is available to share with your family. Parents are encouraged to add their own observations.

When your child is between the age of 27 and 30 months their key person will also complete, in conjunction with yourselves and your health visitor, a '27 Month Progress Review' to ensure their development is on track.

As well as being able to chat to your child's key person in the morning at drop off, or later at collection, meetings can be arranged to discuss your child's development in more detail. Regular meetings will also be organised with parents/carers to review setting support plans.

What support will there be for my child's overall well being?

Our key person approach, as previously described, ensures that children are nurtured as a whole, supporting, not only their social and emotional well being, but also their confidence, self-esteem and disposition for learning.

An assessment of your child's social and emotional well being will be made at pre-school and steps taken to address any concerns raised.

All the children's views are important and the key person encourages children to make their views known in any way they can and these are recorded in the Learning Journey. All the children are encouraged to contribute to Mind Mapping activities and their suggestions relating to the setting are useful in planning changes to improve our practice.

Members of staff are trained in administering relevant medicines whenever these are required and we have a Medicine, Ill Children and Accidents policy and a Policy for Inclusion and the Promotion of Equality of Opportunity. We acknowledge that all children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and, depending on their age and ability, are encouraged to act as independently as possible.

The setting has a Behaviour Management policy and the designated member of staff for Behaviour Management is Carolyn Borthwick.

What training do the staff have in supporting children with special educational needs or disabilities?

One member of staff has completed a SENCO level 3 training. Other staff training has included; Managing Behaviour training, Understanding Autism, Supporting Children with Challenging Behaviour, Social and Emotional Difficulties, Makaton, Supporting Children's Developing Speech and Language, Attachment Training, Regulation Emotions, Traveller and Romany Training and Supporting Children and Young Adult's Mental Health.

What specialist services and support are available to the pre-school/nursery?

The setting works with Health visitors, to complete children's 27 month progress reviews. We also work with the Early Years Service and other outside agencies whenever necessary.

<https://localoffer.eastsussex.gov.uk/send-information-and-services/0-5-early-years/early-years-education-and-send>

How will my child/young person be included in activities outside the pre-school/ nursery, including trips?

All children have access to all resources and activities on offer at the setting. Additional adult support would be available to assist your child on trips out. We have a covered outdoor area to protect children from rain and allow access to the outdoors in wet weather and there is wheelchair access to the outdoors.

We welcome suggestions and comments from parents on all matters, so would definitely seek advice from parents regarding their child's particular requirements relating to going out for trips and visits.

How accessible is the pre-school?

Our setting has wheelchair access and disabled toilet facilities.

We have support from Traveller and English as an Additional Language Service (TEAL). We have communicated with parents, whose first language is not English, in the past by using lots of body language and pictures and this was very successful. We also obtained lists of frequently used words to use when communicating.

The setting would work in partnership with parents to acquire extra funds through appropriate funding if it was necessary to make adaptations to equipment and all reasonable adjustments would be made wherever possible.

How will the pre-school/nursery help my child move on to school?

As transition to school is so important we work closely with yourself and your child's new school.

Visits from the local primary school reception teachers to meet the new children are arranged along with visits to the local primary school. Resources such as school sweatshirts, book bags and photographs are made available for the children to prepare them for the next important stage in their life.

Your key person, and possibly the SENCO, will attend a transition meeting with the school. They may also attend multi-disciplinary meetings to prepare for transition.

More information, advice and support

The local offer- what is available for children and young people with special educational needs in East Sussex

<https://localoffer.eastsussex.gov.uk/>