

Scribbles Pre-School – Response to Local Offer

1. **How does the setting identify children with additional needs or SEND?**

On admission we complete a “my unique progress” with the parent/carer which gives the key person a picture of your child’s strength’s and any areas of need.  The registration form also has space for information about your child’s likes and dislikes.

The setting has a designated SENco who’s role includes

* Attending relevant training
* Working with parents/carers
* Supporting the key person in reviewing your child’s progress
* Completing observations and relevant paperwork
* Liaising with outside professionals
* Attending local inclusion forum team (LIFT) meetings
1. **How will I be informed/consulted about the ways in which my child is being supported?**

Your child’s key person is involved from the very first day to enable strong and positive relationships to develop with them and you.

There are many ways in which we keep you informed.

* Daily contact, key person/SENco is available to answer any questions or queries
* Meetings arranged at your request throughout the year
* Detailed learning journeys which include observations and photos of your child
* Invitation to the settings annual parent consultation
1. **How will the setting adapt the EYFS Framework for my child’s needs?**

The setting follows the EYFS (Early years foundation stage) framework which enables us to plan for each individual child`s needs. We do this by

* Providing a language rich environment tailored to the needs of each individual child
* Offering small group activities to incorporate recommended strategies
* Offering advice to parents for home activities to support their child`s learning
* Offering regular access to outdoor play areas
1. **What teaching strategies does the setting use for children with additional needs or learning difficulties?**

ENVIRONMENT

Our setting is designed in a way to encourage children to listen, learn and attend.

The room benefits from lots of natural light from our floor to ceiling windows, which also encourages extended learning from the natural environment outside.

Play areas are zoned to create quiet spaces, inside and out. Storage boxes are labelled either with text or pictures of their contents.

RESOURCES

Sensory equipment is available for all children such as textured surfaces, illuminated toys etc.

SENco and key person will work together to obtain specialist equipment when necessary.

TEACHING

Staff attend relevant training courses to support the individual needs of all children.

1. **What additional support does the setting provide for children with additional needs or SEND?**

The setting has a SEND policy that is used to support children, the aims and objectives include the following

* INCLUSION
* EARLY INTERVENTION
* EQUAL OPPORTUNITIES
* ROLE OF THE SENCO
* IDENTIFICATION, ASSESSMENTS AND REVIEW
* GRADUATED RESPONSE
1. **How will the setting monitor my child’s progress and how I will be involved in this?**

The child`s key person completes regular observations and adds these to the child`s individual learning journey which is available for you to view at any time.

Overall assessments are carried out each term with the addition of “The progress check at age two” and “The early years foundation stage profile”

Parents/carers are given copies of all assessments to keep at home alongside any reports from visiting outside professionals.

1. **How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?**

All children are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during a specific activity or visit.

1. **How accessible is the building for children with mobility difficulties/wheelchair users?**

The Pre-school is regularly reviewed and updated. As a setting we are happy to discuss individual requirements. We operate within a single ground level space with door wide enough for wheelchairs, we also have ramps for accessing the toilets.

1. **How will you support my child’s transition to a new setting or school?**

As a pre-school we understand that changing settings or moving onto Primary school can be distressing for some children and we therefore aim to make the transition process successful through:

* + A carefully planned and well-managed transition programme that enables children to enter school feeling confident
	+ Visiting or speaking to feeder schools to discuss the children’s needs within their current setting
	+ Arranging additional transition meetings for children whose specific needs have been identified and agreeing a plan for successful entry to school
	+ Preparing personalised transition books for identified children. For some children additional visits are arranged to aid familiarisation with their new environment
	+ Our SENCo discussing children’s individual needs and passing on SEN files to the new school
1. **How does the setting assess the overall effectiveness of its SEN provision and how can parents /carers take part in this evaluation?**
* Discussions at LIFT meetings
* SENco forum meetings attended
* Staff meetings
* Regular parent/carer and key person communication
* Review policies and procedures
1. **Who should I contact if I am considering registering for a place at the setting?**

In the first instance, speak to our nursery manager **Ellie Armstrong on 07545181325** or by email scribblespreschool@ymail.com

 The SENCo is Marie Armstrong and can be contacted via Ellie.

1. **What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?**

As a setting we have an open door policy which gives parents/carers the opportunity to talk to staff about any concerns they may have.

We have a complaints procedure policy which is available to all parents/carers and situated in the entrance hall.