

## Explorers Pre-School

### SEN LOCAL OFFER

Type of Provision		Sessional Pre-School
Pre-School based Information	Staff/Key Person	Summary of Responsibilities
Who are the best people to talk to at Explorers about my child's difficulties with learning/ Special Educational Needs? (SEN)	Supervisor/SENCO and key person- Anna Swinburn Anne Love- Deputy Supervisor and Key Person. Samantha Wilkins- Key Person Sara Parker- Key Person Angela Taylor- Preschool Assistant	Mrs Anna Swinburn is responsible for: <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs and developing the Pre-School's SEN Policy in discussion with the Pre-School Committee to make sure that all children get a consistent, high quality response to meeting their child's needs in Pre-School.</li> <li>• Together with your child's key person she will ensure that you are:</li> <li>• Involved in supporting your child's learning</li> <li>• Kept informed about the support your child is getting.</li> <li>• Involved in reviewing how they are doing.</li> <li>• Liaising with all the other people who may be coming into the setting to help support your child's learning such as Speech and Language therapists, Occupational therapists and Health Visitors.</li> </ul>

#### HOW DOES THE SETTING KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS (SEN)?

How does the Pre-School identify children with SEN?	<ul style="list-style-type: none"> <li>• Your child's key person will use regular observations of your child as a basis for identifying children's needs. These observations will take place in the form of: <ul style="list-style-type: none"> <li>○ 2 Year Progress check</li> <li>○ Pathway Books</li> <li>○ Tapestry online Journal</li> <li>○ Home observations and Initial child Profiles</li> <li>○ ECAT monitoring forms.</li> <li>○ Progress Trackers</li> <li>○ Learning Stories.</li> </ul> </li> <li>• Your child's key person will plan extra activities to support any needs they find where your child may need extra help.</li> <li>• If your child continues to make little progress, then the setting's SENCO will become involved.</li> <li>• The SENCO will invite the parents to a meeting to discuss the observations and assessments to inform a decision as to whether their child needs an SEN Support Plan.</li> <li>• The SENCO may contact outside agencies with parent's permission.</li> </ul>
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<p>How will I be able to raise any concerns I may?</p>	<ul style="list-style-type: none"> <li>• We will arrange a home visit with the Pre-School Supervisor and your child's key person as part of the admissions process where you will have the opportunity to raise any concerns you might have.</li> <li>• We have an open-door policy where parents can talk to a member of staff either before or after session if they have any concerns.</li> <li>• We have regular parent consultation meetings every term.</li> <li>• We offer stay and play weeks where parents can come and play with their child and talk to their child's key person.</li> <li>• All these meetings are confidential.</li> </ul>
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### HOW WILL EARLY YEARS PRACTITIONERS SUPPORT MY CHILD AND HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

<p>Who will oversee and plan for my child's learning?</p>  <p>Who will be working with my child and what will be their roles?</p>          <p>Who will explain this to me?</p>          <p>What is the setting's approach to supporting different children's need and how will that help my child?</p>	<ul style="list-style-type: none"> <li>• We have a clear key person system which involves your child being assigned to member of staff. Their role is to help ensure that your child's care is tailored to meet their individual needs, to help your child become familiar with the setting, offered a settled relationship for your child and to build a relationship with you. They will also plan and oversee your child's learning.</li> <li>• Key Person: As above</li> <li>• Supervisor- Anna Swinburn- Overall responsibility for the day to day running of the Pre-School with the emphasis on the children.</li> <li>• Deputy Supervisor- Anne Love- Deputises in the absence of the supervisor.</li> <li>• SENCO- Anna Swinburn- Responsible for making sure that any children with special educational needs (SEN) get the extra help they need. Supporting parents and carers of children with special educational needs (SEN). Advising and supporting other staff in the setting. Making sure professionals are involved when necessary. Making sure that appropriate support plans are in place and reviewed regularly. Making sure that relevant background information about individual children with SEN is collected, recorded, and updated. Helping to plan for children with SEN to move to primary school or between settings.</li> <li>• Other members of staff-Will also gather observations and play with your child throughout the session.</li> </ul> <p>As part of the induction process, we will arrange a home visit. At this visit we will explain the key person system and explain who your child's key person will be. They will then fill out information regarding your child in their individual Pathway book and complete an Individual child profile about your child's interests and learning.</p> <p>This information will be the basis for which your child's key person will begin the planning, observation, and monitoring process.</p> <p>We encourage parents to bring in observations from home which can be included in the pathway books and Tapestry online journal.</p> <p>Each child is individually planned for by their key person who will plan activities depending on your child's age, stage of development and learning style. They will also use observations and discussions with parents as part of this process as well.</p> <p>My SEND Support Plans will be drawn up if necessary, with the advice from outside agencies e.g., Health Visitor, Speech and Language therapist (SALT)</p>
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	<p>and Area SENCO.</p> <p>Specific strategies will be used to support children’s learning including STC (Somerset Total Communication), Letters and Sounds program, Integrated therapy services, specific speech programs and care plans from SALT.</p>
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**HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD’S LEARNING.**

<p>What opportunities will there be for me to discuss his or her progress with the staff?</p> <p>How does the setting know how well my child is doing?</p> <p>How will I know what progress my child should be making?</p> <p>What opportunities will there be for regular contact about things that have happened at the setting?</p> <p>How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?</p>	<ul style="list-style-type: none"> <li>• Daily if necessary.</li> <li>• Regular parent consultation meetings every term.</li> <li>• Specific meetings to discuss progress or highlight issues.</li> <li>• Stay and Play week.</li> </ul> <ul style="list-style-type: none"> <li>• We keep observations, assessments, photographs, and drawings within the child’s individual EYFS Pathway book. These are updated on a weekly basis when individual planning take place. We also use Tapestry which is an online journal.</li> </ul> <ul style="list-style-type: none"> <li>• At the home visit, the key person explains the Early Years Foundation Stage (EYFS) and the Pathway book/Tapestry is explained.</li> <li>• Regular meetings are held to discuss progress and observations, monitoring sheets are explained.</li> <li>• The parent packs on admission contains information regarding the EYFS and links to websites for more information.</li> </ul> <ul style="list-style-type: none"> <li>• We have home/setting link books.</li> <li>• Everyday activities are written on a white board to inform parents of the day’s events.</li> <li>• Newsletters are sent out on a regular basis.</li> <li>• Informal chats are encouraged after each session</li> <li>• Photographs.</li> <li>• Observations sent via Tapestry.</li> </ul> <ul style="list-style-type: none"> <li>• Home Visits</li> <li>• Copies of planning to take home. Or sent via Tapestry.</li> <li>• Individual Education Plans</li> <li>• We have a parent information pack with regard to supporting your child at home within the Prime and specific areas of learning.</li> <li>• Regular meetings with key person or SENCO.</li> </ul>
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<p>How and when will I be involved in planning my child's education?</p> <p>Do you offer any parent training or learning events?</p>	<ul style="list-style-type: none"> <li>• From the start at the home visit where planning begins with an Initial child profile which is filled out in discussion with parents. We talk about the child's needs, interests and favourite activities. This is a starting point for the key person to start their planning.</li> <li>• Home observations are added to children's pathway books and Tapestry if necessary.</li> <li>• Regular meetings to look at pathway books and add comments and to discuss with key person.</li> <li>• Parents can upload photographs and observations from home onto their child's Tapestry Journal.</li> </ul> <ul style="list-style-type: none"> <li>• We offer stay and play weeks.</li> <li>• We have a "Supporting children at home" information pack which we give to parents on their child's admission.</li> <li>• Newsletters sent out with specific information regarding the term's activities, what the children will be learning and how you can support them at home.</li> <li>• We have close links with St Nicholas Primary School in Henstridge and we discuss with the reception teacher to as how best to support children with different needs and then pass this information to parents.</li> <li>• Join St Nicholas School with their parents learning workshops if applicable.</li> </ul>
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#### WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

<p>What medical and social support is available in the setting for children with SEN?</p> <p>How does the setting manage the administration of medicines and providing personal care?</p>	<ul style="list-style-type: none"> <li>• We are all paediatric first aid trained.</li> <li>• We have had training in changing a tracheostomy tube.</li> <li>• Tracheostomy resuscitation training</li> <li>• Button feeding</li> <li>• Epi-Pen training/ Anaphylactic</li> <li>• Asthma Inhalers</li> <li>• Autism Education Trust Training</li> <li>• We liaise with community nurses, Yeovil hospital, Nutricia, Down's Syndrome Association</li> <li>• We will undertake training as and when necessary.</li> <li>• Supervisor has been trained in Team Teach.</li> <li>• We are all trained in Safeguarding children and Mrs Anna Swinburn in the designated Safeguarding Officer and Mrs Anne Love is the Deputy Safeguarding Designated Officer.</li> </ul> <ul style="list-style-type: none"> <li>• All staff that have contact with the children have enhanced DBS checks.</li> <li>• At the home visit discuss and write care plans which are agreed with the parents.</li> <li>• We have administering medicines forms which need to be filled out by the parents.</li> <li>• We keep a drug's register of prescribed medicine that we have given the children with parental consent.</li> <li>• We have nappy changing facilities and keep a log of all nappies that have been changed and by whom.</li> <li>• We have a policy for Administration of medicine.</li> <li>• We have a Health and Hygiene Policy.</li> </ul>
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<p>What support is there for my child's personal, social and emotional development?</p>	<ul style="list-style-type: none"> <li>● We have a Behaviour management policy.</li> <li>● Mrs Anna Swinburn is our Behaviour management coordinator.</li> <li>● Mrs Anna Swinburn is trained in Team teach methods.</li> <li>● All staff are trained in settings behaviour strategies.</li> <li>● We use activities, puppets, role play and STC emotions cards and fobs to aid children in understanding their emotions.</li> <li>● We use strategies such as egg timers for taking turns and sharing.</li> <li>● We use strategies to empower the children if they have been upset by another child.</li> </ul>
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**HOW WILL THE SETTING ENSURE THEY TAKE ACCOUNT OF MY CHILD'S VIEW AS APPROPRIATE?**

<p>How will my child be able to contribute his or her views? How will the setting support my child to do this?</p>	<ul style="list-style-type: none"> <li>● Staff are trained in STC and we have lots of STC symbols around the setting to ensure that all children's messages are understood.</li> <li>● We have key fobs with key words on.</li> <li>● We use objects of reference.</li> <li>● All our drawers are labelled both inside and out so the children can choose their activities as appropriate.</li> </ul>
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**WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILIABLE AT OR ACCESSED BY THE SETTING?**

<p>Are there practitioners at the setting with previous experience of supporting children with SEN and do they have relevant training/ qualifications?</p>	<ul style="list-style-type: none"> <li>● Mrs Anna Swinburn has over 18 years' experience in supporting children with SEN and has attended training courses including: <ul style="list-style-type: none"> <li>○ Calling all SENCO's</li> <li>○ Behaviour is Communication.</li> <li>○ STC training</li> <li>○ Letters and sounds training</li> <li>○ Integrated therapy workshops</li> <li>○ Attending SENCO cluster group meetings/online workshops</li> <li>○ Working with vulnerable children</li> <li>○ EHA training</li> <li>○ Working together for Early Support</li> <li>○ Team Teach.</li> <li>○ Autism Training</li> <li>○ Liaising with other settings including: Yewstock School, Sturminster Newton, The Balidon Centre in Yeovil and Blandford Opportunity Group.</li> </ul> </li> <li>● Other staff members are trained in STC</li> <li>● Have attended Behaviour is Communication Course.</li> <li>● Letters and sounds workshop</li> <li>● Have worked with children on the autistic spectrum.</li> <li>● Followed speech and language programs as set out by SALT.</li> <li>● Attended specific autism training.</li> </ul>
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<p>What other services does the setting access, including health, therapy and social care?</p>	<ul style="list-style-type: none"> <li>● We can access Speech and Language therapy by making a referral if we think this is necessary.</li> <li>● We liaise with our local children's centre to access family support workers.</li> <li>● We can contact our area SENCO for extra support and guidance.</li> <li>● We liaise with our local children's centre to access the health visiting team.</li> <li>● We can access children's social care for advice.</li> <li>● We can access extra support and guidance as and when necessary.</li> </ul>
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**WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEN AND DISABILITIES HAD OR ARE HAVING?**

	<ul style="list-style-type: none"> <li>● Mrs Anna Swinburn has over 18 years' experience in supporting children with SEN and has attended training courses including: <ul style="list-style-type: none"> <li>○ Calling all SENCO's</li> <li>○ Behaviour is Communication</li> <li>○ STC training</li> <li>○ Letters and sounds training</li> <li>○ Integrated therapy workshops</li> <li>○ Attending SENCO cluster group meetings.</li> <li>○ Working with vulnerable children</li> <li>○ EHA training</li> <li>○ Working together for Early Support</li> <li>○ Team Teach.</li> <li>○ Autism Training</li> </ul> </li> <li>● Other staff members are trained in STC</li> <li>● Have attended Behaviour is Communication Course.</li> <li>● They have attended Early years communities meetings</li> <li>● Letters and sounds training.</li> <li>● Behaviour management</li> </ul>
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**HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SETTING INCLUDING TRIPS?**

<p>Will he or she be able to access all of the activities of the setting and how will you help him or her to do so? How do you involve parent/carers in planning activities and trips?</p>	<p>We are a very flexible setting, and we can adjust our activities and lay out to suit the needs of all children. The Management Committee hold meetings for parents/carers to attend and this is where they will discuss any trips they are planning. All visits and trips are risk assessed to ascertain the suitability for all the children.</p>
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**HOW ACCESSIBLE IS THE SETTING ENVIRONMENT?**

<p>Is the building fully wheelchair accessible?</p>	<p>Yes, we have a ramp leading to the front door. This ramp can also be used for accessing the outside area. We have one large room.</p>
<p>Have there been improvements in the auditory and visual environments?</p>	<p>We have a very bright and vibrant environment with lots of STC signage. All drawers and cupboards are labelled so the children can choose what activities they would like. We have a snack board so the children again are aware of what they can</p>

Are their disabled changing and toilet facilities?	choose. Yes, we have a disabled toilet.
How does the setting communicate with parents/carers whose first language is not English?	Mrs Samantha Wilkins is our Equality Needs Coordinator. We have professional translators that we can call on to help. We have a "Talking Pen" that can be used for translating words and phrases. We have a "Welcome to Somerset" Pack that includes basic information for parents/carers whose first language is not English.
How will you ensure that my child is able to communicate their needs and wishes in your setting? How will you help my child understand other people's communication and important messages?	We would use STC, pictures and objects of reference. Personal picture books Talk to parents at the home visit so we can understand the words that the child will be saying if their first language is not English. STC word books.
How will you help my child to build relationships and make new friends?	We would develop activities to support social skills including sharing games, circle time games, cooperative games, and understanding emotions. We would also play with the children and model best practice with regard to making relationships. We would have a buddy system.

#### HOW WILL THE SETTING PREPARE AND SUPPORT MY CHILD TO JOIN THE SETTING, TRANSFER TO A NEW SETTING OR MOVE ONTO SCHOOL?

What preparation will there be for both the setting and my child before he or she joins the setting?	<ul style="list-style-type: none"> <li>● Contact will be made with the parents/carers at a home visit to discuss preparation details.</li> <li>● We would get in touch with our area SENCO if necessary, for help and advice.</li> <li>● We would hold a Pre-School entry meeting with professionals involved with the child's care to make sure everything was in place for the child to start with us, where appropriate.</li> <li>● We would invite parents/carers and child into the setting for taster days.</li> <li>● We would prepare a Communication book with photographs of the setting and the staff members.</li> </ul>
How will he or she be prepared to move onto the next stage within the setting or onto school?	<ul style="list-style-type: none"> <li>● All aged children are in our main room and so there would not be any changes in the setting.</li> <li>● Moving to school- <ul style="list-style-type: none"> <li>○ Taster days at the school transferring to.</li> <li>○ Visit to the setting by teacher.</li> <li>○ Books and pictures about starting school.</li> <li>○ Picture books of the school they are being transferred to.</li> <li>○ Samples of the uniforms in the dressing up area.</li> </ul> </li> </ul>

#### HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

Can you describe the decision – making process? Who will make the decision and on what basis? Who else will be involved?	<ul style="list-style-type: none"> <li>● Any decisions made will be with full parental permission and after discussions with parents. - Joint decisions.</li> <li>● Your child's key person will decide first after having made observations and put any extra support in place.</li> <li>● The settings SENCO will then be involved.</li> </ul>
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<p>How will I be involved? How does the setting judge whether the support has had an impact?</p>	<ul style="list-style-type: none"> <li>● If necessary, the area SENCO will become involved.</li> <li>● The setting's SENCO can refer as necessary to the correct professionals.</li> <li>● The parent will be involved at every step and kept up to date with regular meetings.</li> <li>● The SENCO and key person will judge whether the support has had an impact through again observations and progress trackers.</li> </ul>
<p>GRADUATED RESPONSE</p>	<ol style="list-style-type: none"> <li>1. Child's keyworker will gather observations and monitor the child's progress.</li> <li>2. We will have regular staff discussions to review the progress and link the individual child's needs to future planning.</li> <li>3. We will identify different learning styles, any communication difficulties and any individual needs of the child.</li> <li>4. We will discuss and share information with parents.</li> <li>5. A shared target will be agreed, monitoring and dates set for review. SEND Support Plan.</li> <li>6. This will then be shared and discussed with parents.</li> <li>7. New targets set or further outside or additional support will be sought.</li> <li>8. Again, target setting, monitoring and review. SEND Support Plan</li> <li>9. Further support advice from multi- professional team for the child and a referral to MAISEY if necessary.</li> <li>10. Planning for individual child, monitoring, review.</li> <li>11. Any additional needs identified and resources.</li> <li>12. Next steps would be to include a family service plan, school entry plan.</li> </ol>

#### WHO CAN I CONTACT FOR FURTHER INFORMATION?

CONTACT NAME AND ROLE	CONTACT DETAILS
<p>Mrs Anna Swinburn- Supervisor and SENCO</p>	<p><a href="mailto:explorers.supervisor@hotmail.co.uk">explorers.supervisor@hotmail.co.uk</a>  <a href="mailto:explorers.pre-school@hotmail.co.uk">explorers.pre-school@hotmail.co.uk</a>            077992240804</p>
<p>Kelly Groves- Chairperson</p>	<p><a href="mailto:explorers.chairperson@hotmail.co.uk">explorers.chairperson@hotmail.co.uk</a></p>
<p>WEBSITE: <a href="http://www.explorers-preschool.org.uk">www.explorers-preschool.org.uk</a></p>	