

Early years offer

Playhouse Nursery Pre-School

EY103294

1. 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?

At Playhouse Nursery pre-school you can speak to any of our staff if you have any concerns about your child. However, Lesley Holden is our dedicated coordinator for special educational needs and disabilities.

If your child has an identified special need before joining our setting, Lesley will work with you to ensure that everything is in place (e.g. special equipment, staff training, classroom organisation etc) before your child joins us.

Your child's key worker will work with Lesley to continually monitor and review your child's development and progress in the setting through the Early Years Foundation Stage (EYFS) framework.

We work very closely with other professionals such as health visitors, speech and language therapists, educational psychologists and other healthcare professionals to ensure that your child is given appropriate support and that we provide the very best care and educational opportunities for your child.

2. How will the setting staff support my child?

All staff have a wide range of experience helping children with different needs.

Your child's key person will develop a strong bond with your child, which will start with a home visit (at your request); and we will work with you to ensure your child is happy and settled at pre-school.

Our SENCo will work to ensure that you are closely involved at all stages and will also liaise with a wide range of professionals.

3. How will I know how my child is doing?

You will be given feedback on your child's progress via daily discussion. You are always welcome to discuss your child's progress informally at the setting or by telephone or email. We will also review progress with you via their learning journals and through parent consultations and termly summaries of your child's progress. At Playhouse Nursery Pre-school we have regular open days and stay and play events where you can see how your child is getting on at our pre-school and what activities they enjoy and friendships they have made.

The regularity of formal meetings between staff and parents will depend on your child's level of need.

There are many formal ways of communicating about your child's progress but nothing is better than an informal chat at the end of a session, so please always speak to us about any concerns.

4. How will the learning and development provision be matched to my child's needs?

Through the EYFS we will observe and assess your child and then plan their learning and development provision around our observations.

We will follow advice from other professionals on how to support your child's particular needs and the SENCo will ensure that training is accessed for staff, where possible, to support your child's learning.

5. What support will there be for my child's overall wellbeing?

We will involve other professionals (e.g. health visitors) to ensure that we support your child in all areas of their development. We will support you and your child with toilet training, and any issues regarding eating, sleeping etc. The pre-school is fully equipped with changing table/mats/potties etc.

There is a strong emphasis on providing a caring environment, and this is supported through various strategies such as organising children into mixed family groups with older children helping some of our younger children.

If your child has any specific medical need our staff will undergo any training – e.g. epi pen training, replacing breathing tubes etc. – and we will administer any medication prescribed by a hospital paediatrician or GP.

We have a behaviour management policy which outlines the procedures used at the pre-school, however if specialist help is required to manage behaviour we can request the support of the inclusion development officer employed by the local authority.

All staff have a positive approach to all children's individual learning and development and are sensitive to their needs. Unwanted behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's positive behaviours.

6. What specialist services and expertise are available at or accessed by the setting?

Lesley Holden has 10 years' experience in the role and has worked with children with a wide range of needs. She regularly attends SENCo cluster trainings to keep up to date with the latest SEN Legislation. She has experience in the process for exceptional needs funding and the Education and Health Care plan formally known as Statement.

We have very good links with our local children's centre and we work with a wide range of agencies such as advisory teachers, autism advisory teachers, occupational therapists, physiotherapists, educational psychologists, speech and language therapists, health visitors, GPs etc.

We also have a good relationship with all the local feeder schools, and this will make the process of moving to a new setting much easier for your child.

7. What training and/or experience do the staff, supporting children with SEND, have?

All staff have experience with working with children with special needs.

We use Makaton sign language and we have the database of Makaton signs and symbols so we can look up words to support individual children.

8. How will my child be included in activities outside the setting?

All activities outside the setting will have a full risk assessment, we will discuss your child's needs with you to ensure they can be included. You will not be required to accompany children on any outside activities. However, if you are unhappy about your child joining in a trip, visit or event without your presence you would be welcome to act as a parent helper on the outing.

9. How will I be involved in discussions about and planning for my child's learning and development?

Your child's keyworker will be available to discuss your child's needs however it may be necessary to arrange a mutually convenient time for a meeting. Team Around the Family meetings are arranged when required in liaison with outside professionals.

If outside professionals come in to see your child we try to organise a meeting at the end of that visit for a brief discussion. If this is not possible any reports are always copied and given to you.

Parental consent is always obtained before we refer to any outside agencies

10. How accessible is the building / environment?

The pre-school environment is very accessible and meets the current disability regulations.

We have ramp access.

We have purpose built toys and equipment at your child's level.

Our garden is all on one level and we have grassed and paved areas. There are many plants which help to create a sensory garden.

We have a toilet with wheelchair access.

11. How will the setting prepare and support my child with transitions between home, settings and school?

Before starting pre-school we can carry out a home visit so our staff can meet your child in their home environment. If necessary a health care plan is completed and signed off at this meeting.

Taster sessions will be organised at pre-school for you and your child to attend prior to their start date.

If your child receives care from any other setting (e.g. another nursery or a child minder) we will work with them by sharing learning journals on a termly basis.

When it is time for your child to leave us to start school we will contact the new setting and invite them to visit your child at pre-school. During this visit the teacher or key person from the school will meet and play with your child and discuss their development and progress.

12. How will [the setting's] resources be used to support children's special educational needs?

All equipment and toys are moveable and can be made accessible, they are age and stage appropriate. We will seek to borrow specific equipment needed for specific needs.

The pre-school has a high staff/child ratio, so your child will receive plenty of adult support. We are also a very inclusive setting and have a range of resources/strategies in place to support children with a range of needs e.g. we have visual timetables (using photographs and symbols) this may be used with speech and language delay or if English is a second language.

We have a number of sensory resources.

13. Who can I contact for further information about the early years offer in the setting?

Lesley Holden, Playhouse Nursery Pre-school, 07795173762 or email
Jessica.breakwell@btinternet.com

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to
www.hertsdirect.org/localoffer