

Parkway Preschool

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Parkway Pre-School's Special Educational Needs and Disabilities (SEND) Early Years Offer/SEN Information Report

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have Special Educational Needs (SEN) or are disabled, including those who do not have Education, Health and Care plans.

The purpose of the Local Offer is to provide clear, comprehensive, accessible, and up-to-date information about available provisions and how to access them. As part of this, the information below sets out Parkway Preschool's approach to how we

provide support for children with Special Educational Needs and Disabilities (SEND).

1. How does Parkway Preschool know if children need extra help?

All children:

- will have a key person who will get to know your child very well and develop a close, supportive relationship with them and you as parents/carers.
- will spend some 'settling in time' at the Pre-school for the Keyworker and child to get to know each other.
- will have their learning and development regularly assessed in all 7 areas of the Early Years Foundation Stage using the Early Years Outcomes age-related bands. This will identify if a child is working within the expected stage of development for their age. Each key person will have a Pupil Progress meeting with the Manager to monitor the progress of the children in their group.
- Will have more detailed observations take place and assessed to help identify children with any special educational needs. If you and the pre-school continue to have concerns.
- Will have a two-year check progress check to be conducted as required as part of the EYFS. The check is conducted when your child is around 2 years 9 months old if it has not already been conducted in another setting.

- receive the best care educational opportunities for your child during their time at pre-school and transition to school.

By observing your child at pre-school an assessment is made, against the three

prime areas of learning :

Communication and language, personal, social, and emotional development, and physical development.

A short-written summary of your child's development in these areas is prepared and shared with you during a meeting with your child's key person.

The purpose of the two-year-old progress check is to identify areas in which your child is progressing well, areas in which some additional support might be needed or any areas where there is a concern that your child may have a developmental delay in which case appropriate action would be taken to differentiate your child's learning and involve other professionals if necessary.

Some children:

- may already have an identified Special Educational Need or Disability before joining Parkway Pre-school. The Manager and our Special Educational Needs Coordinator (SENCO) Melanie Canny will collaborate with you and your child's key person to ensure that everything is in place before your child joins us.
- may already be receiving support from other professionals (e.g., health visitors, speech and language therapists, pediatricians). We will collaborate with you to follow their advice within the Nursery.

A few children:

- will be referred to seeking advice from Herts Integrated Services for Learning (ISL), which includes Autism and Communication Team, Early Years SEND team, Educational Psychologists, Sensory and Physical Impairment team.

2. How will Parkway Pre-school staff support my child?

All children:

- are supported in an inclusive, welcoming, and caring environment by qualified, dedicated staff.
- Have a key person who will develop a close bond with your child, comfort them if they are upset and work with you to ensure your child is happy whilst at pre-school. The Keyworker will collaborate closely with you to develop a working relationship and keep you updated on your child's development.
- will have access to an inclusive environment and resources that are matched to their needs and interests.

- will have a learning journal on Footsteps which includes information from home and preschool and is a visual record of their learning including observations that your child's key person has made and 'next steps' to further their development.
- will have their learning and development regularly assessed in all 7 areas of the Early Years Foundation Stage using the Early Years Outcomes ages and stages.
- Will take part in differentiated activities to ensure there is access for all. Depending on the level of need it is usually the key person who works with the child individually.

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