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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 provision and how to access it. As part of this, the information below sets out Parkway Preschool's approach to how we provide 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 a 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 carried out as required as part of the EYFS. The check is carried out when your child is around 2 years 9 months old if it has not already been carried out in another setting. 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.

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

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 work 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 work with you to follow their advice within the Nursery.

A few children:

- will be referred to seek 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 works with you to ensure your child is happy whilst at pre-school. The Keyworker will work 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.

Some children:

- are assessed using the 'Individual Assessment of Early Learning and Development' (IAELD)
- may need support from an 'Outreach worker' in the Children's Centre to work with you and offer support at home.

A few children:

- will be referred to the ISL team to seek advice and engage support from other professionals.
- may receive 'Exceptional Needs Funding' to provide support for specific needs.
- may need an 'Education Health and Care plan' assessment.

3. How will I know how my child is doing?**All children:**

- will be on Footsteps which is shared regularly with you each term during parent consultations. During consultations, a discussion will take place to discuss how your child is doing and the 'next steps' for learning.
- will have a 'Settling-in' report that is shared with you during the first half-term that your child starts at Parkway Pre-school. This identifies 'next-steps' to help your child's learning and development.
- Will have their achievements, including achievements from home celebrated on the STAR board.
- Parents/carers can speak with the Manager or Keyworker at the end of session when informal information can be shared.

The parents of some children:

- will have more regular meetings with our SENCO, Keyworker or Manager, to discuss and review your child's progress.

The parents of a few children:

- will have visits and additional reports from outside professionals who are working with your child.

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

- will be supported by qualified and experienced staff that differentiate the curriculum to match children's needs and abilities.
- will have access to a high-quality and stimulating learning environment that reflects the children's interests and promotes independent learning.
- will have adult supported time with their key person that is matched to their learning and development needs and is based on observations, assessments and their current

interests and fascinations.

- will be supported in a communication friendly environment that includes visual/symbol/photo cues and prompts. Will have access to a wide range of resources available at pre-school which reflects the age and ability range of the children attending.

Some children:

- Will use the visual timetable more often.
- will have specific needs identified and may have strategies/activities to help support and develop these.
- will take part in individual or small group sessions to work on specific areas of their development.

A few children:

- will need a highly differentiated curriculum, based on the advice of outside professionals, and/or an Education, Health and Care plan.
- will have specific aids provided or recommended by outside professionals.
- Where necessary the Manager will seek additional training for staff, if appropriate, to meet specific needs.

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

All children:

- will be supported by dedicated practitioners who are welcoming and friendly and take pride in providing a caring, positive, and inclusive environment.
- will have their achievements at preschool and at home celebrated on the Star board.
- are supported by practitioners who are skilled in listening to children and provide good role-models for positive behaviour.
- are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of well-being.
- will have any dietary requirements catered for.

Some children:

- require personal care such as help with toilet training.
- will take part in individual or small group sessions that are based on 'nurture type' activities.
- may require support at home from an outreach worker from the Children's Centre.

A few children:

- may need a behaviour plan that highlights the strategies to be used during parts of the day/routine that a child is struggling to cope with.
- may require specific support to help manage medical or specialised care needs.

6. What specialist services and expertise are available at, or accessed by, Parkway Preschool?

All children:

- are taught by well qualified staff who are experienced in working with children in the Early Years.
- have access to family support which is sign posted through the Pre-school.

Some children:

- will require a referral to access support from other professional services such as a speech and language therapist.

A few children:

- will have 'Team around the Family' (TAF) meetings which engage several Professionals together with you to plan what steps need to be taken to best support your child.
- Will be referred to the ISL team to seek advice and engage support from other professionals.
- may need an 'Education Health and Care plan' assessment.
- Will use Makaton to assist with communication.

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

All children:

- are taught by staff that hold relevant Early Years qualifications.
- are supported by Melanie Canny, (SENCO) who supports each Key group regularly over the term.
- are supported by staff who are experienced in supporting children with wide a range of needs and disabilities.
- are supported by staff who attend a weekly staff meeting and external training linked to SEND and to their own professional development.
- Will be introduced to Makaton signs.

Some children:

- will benefit from our SENCO attending termly network meetings to keep up to date with the latest information and news.

A few children:

- will be working with outside professionals who guide staff on the next steps and strategies to use to support individual children.

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

All children:

- are invited and welcome to attend events and activities outside of the Nursery setting.
- A risk assessment is carried out prior to the activity.

Some children:

- may require additional planning to ensure that they are safe and are able to participate in the visit/activity.
- may require special support aids or visual support aids that they use at Nursery to be available during the visit/activity.
- may need warning and visual prompts before the visit/activity to prepare them for a change in the routine.
- may require medicines to be administered whilst on a visit.

A few children:

- may require an individual risk assessment to be made prior to the visit.

9. How will Parkway Pre-school help me to support my child's learning and development?

All parents:

- can view their child's Tapestry Journal on request and are encouraged to contribute achievements and learning that happens at home.
- will be invited to parent consultations where 'next steps' for learning are shared and ideas for how you can support your child at home.
- receive a Parkway Preschool newsletter with information about what is happening at preschool.
- Will receive updates via our Facebook page.

Some parents:

- will have more frequent meetings each term with their child's key person, Manager or SENCO to discuss additional requirements, behaviour plans or strategies that are being used to support their child.

A few parents:

- will be involved in TAF meetings.
- will be involved in applications made for an 'Education Health and Care plan' assessment.

10. How accessible is the Preschool building/environment?

All children:

- are taught and cared for in a safe and secure building which is on one-level and has no stairs.
- have access to an extensive outdoor area that has no steps.
- have access to toys and resources that are stored and displayed at child height to promote independence and easy access.

Some children:

- may need access to our nappy changing facilities.

A few children:

- may need adaptations to existing resources/environment to ensure they can access them appropriately and safely.
- May require advice to be sought from the occupational therapist if any special seating/standing frames were necessary to enable your child to access activities.

11. How will Parkway Preschool prepare and support my child with transitions between home settings and school?

All children:

- will have a designated key person
- will have a settling in 'stay and play' session with their parents before they start at Parkway Preschool.
- will start at Parkway Preschool at a time to suit them and their parents at any point during the academic year.
- Will have any assessments from their previous settings shared with their new key person at Parkway Preschool. So long as the previous setting respond to our request for information.
- will have their assessments and achievements passed onto their next setting.

Some children:

- will follow a flexible settling-in period depending on their needs.
- will have additional transition visits to their next/previous setting.
- will have visits from the SENCO of their next/previous setting

A few children:

- will have a transition meeting where parents and other professionals meet to carefully plan an individual transition to their next setting.
- will be accompanied to their new settings with a key person from Parkway Preschool.
- Parkway Preschool invites all the settings that children are moving on to, to visit them at Parkway Preschool prior to starting.

12. How are Parkway Preschool resources used to support children's special educational needs?

All children:

- will receive a high adult to child ratio of at least 1:8.
- will be supported by a key person who completes observations and assessments of their learning and plans exciting activities based on their 'next steps' for learning and current interests and fascinations.
- will be supported in their play by adults who engage in high-quality interactions with them.
- will have access to a high-quality environment with stimulating resources that meet the needs of all children.
- will be supported by staff who receive training on supporting children with SEND through weekly staff meetings and regular professional development.

Some children:

- may receive support from our SENCO, Melanie Canny.

A few children:

- will have 'Team around the Family' (TAF) meetings which engage several professionals together with you to plan what steps need to be taken to best support your child.
- will be referred to the ISL team to seek advice and engage support from other professionals.
- may need an 'Education Health and Care plan' assessment.

13. Who can I contact for further information about the Early Years offer at Parkway Preschool?

- Our Manager.
- We encourage all parents to visit Parkway Preschool prior to applying for a place at the preschool where individual needs and concerns can be discussed, and a plan can be made for how we can best support your child.

14. How is the decision made about how much support my child will receive?

All children:

- 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 Pre-school Leader to monitor the progress of the children in their group.
- will have differentiated one-to-one with their key person to work on their own personal 'next steps' for learning.
- regular staff meetings ensure all staff know your child's strengths and needs and how to best support them.

- have termly parent consultations to discuss your child's progress.

Some children:

- in discussion with you, their key person and our SENCO will identify if any extra support is required.
- will have a SEND document that has been written with you and identifies their strengths and strategies to support their learning and development.
- who preschool School staff have identified through their observations and assessments, will take part in individual or small group sessions to work on specific areas of their development.

A few children:

- have outside professionals involved who will meet with you and their key person/our SENCO and will advise on the need for Exceptional Needs Funding or an assessment for an Education, Health and Care plan.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- For further information go to www.hertsdirect.org/localoffer
- Impartial advice and information can be found through Herts 'Parent partnership Service' at www.hertsdirect.org/parentpartnership
- If your child has additional needs and/or disabilities, you can join their database and receive a card which you can present at leisure venues where you may be offered concessions. Please visit www.hertsdirect.org/hand for more information.
- The KIDS East and West HUBs offer information and support for parents and carers of disabled children and young people aged 0-19 in Hertfordshire KIDS East HUB Divot Place, Hamels Drive, Hertford SG13 7SP T: 01992 504013

KIDS West HUB Albanwood, Newhouse Crescent, Watford WD25 7B
T: 01923 676549

The latest version of the KIDS HUB Directory with details of inclusive clubs and activities, parent support groups and other useful services (the directory is constantly being updated as we receive news and changes from providers). The HUBs also have a Toy Library for disabled children and young people.

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