Local Offer : Spire Pre-school

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Spire preschool

The Belmont Centre

Belmont Road

Uckfield

East Sussex

TN22 1NJ

From the parent carer’s point of view:

**1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

We would identify children with special educational needs through observation and

children’s assessments. Occasionally, the parents are already aware .

The staff are aware of what to look out for and are fully

trained or on training. If you had any concerns you can raise these and get advice

from the key person, manager and the SENCO. The nursery has an open door policy

so you can come and speak to us at any time. Your child’s key person will give

regular feedback and communicate with you each time your child is in. The nursery

has a SEND policy in place that all staff and parents are made aware of when they

join up. We have good connections with the Early Years team who can give us

advice and guidance where needed as well as the parents. We can cater for all

special educational needs providing the correct training was offered to the staff. We

have been able to accommodate every child’s need since we have been open.

**2. How will early years setting / school / college staff support my child/young person?**

The trained SENCO and the manager will oversee the education. A key person will

be assigned to the child and carry out the day to day care of the child as well as

support the learning and development of the child; they will be working with the child

on a daily basis. The role of the key person is to carry out observations, liaise with the parents each time the child is in, plan for the child and support targets on the child’s Individual Educational Plan. In addition to

this, the manager and SENCO will liaise when necessary and encourage you as

parents to participate in meetings along with other professionals that are involved

and have contact with your child. It’s effective because we are pro-active in getting

staff booked on to relevant training. We are often recommended on how well we

accommodate children with Special Educational Needs and looking to develop as best we can.

**3. How will the curriculum be matched to my child’s/young person’s needs?**

We are committed to taking appropriate action to make sure that all children are able

to access our services, made to feel welcome, and that our activities promote their

welfare and development. We look at each child’s individual needs and adapt

activities accordingly making them accessible and inclusive to make the child feel included in the group. We will put an Individual Education Plan (IEP) in place for the child so the key person has a target to work towards and this will help the child to achieve and learn.

**4. How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**

We recognise that parents hold key information and play a critical role in their child’s

education. Therefore we understand the importance of their contribution, views and

feelings with regards to their child’s development. We endeavour to support both the

child and the parents and will aim to include parents at all stages of the assessment

process, offering support and guidance and arranging time for the parent to come in

and have a meeting. Any outside agencies that are involved in supporting the child’s

learning and development will also be invited to the meeting. We have an open door

policy, we will listen to parent’s views, taking into account their knowledge and

experiences; allow parents to access their child’s records/IEP at any time and

encouraging them to also be working on the same targets at home, giving you

guidance on how to do this. We will also ensure that parents are aware of local

services. A diary can be provided if needed for the carer and the key person to

communicate. The parents will be given the opportunity to contribute with new targets

when it comes to changing the targets for the IEP. Training for the parents can be

sourced to help give them a better understanding and guidance on their child’s

needs.

**5. What support will there be for my child’s/young person’s overall well being?**

Any children with SEND will get the daily high standard of care that we give all the

children e.g. feeding, changing, toileting etc. We will also provide any additional care

that is needed to meet the children’s needs on a daily basis. We have visual

timetables, signs and symbols to help communicate with the children. Our staff are

fully trained or on training and the child’s key person will be qualified.

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

We believe that a strong multi-agency approach is the most effective way to support

a child or young person with SEND. This is why we work closely with experienced

professionals such as the Speech and Language Therapy team, Family Support

Service, and Physiotherapists amongst others. We encourage outside agencies to

observe the child interacting within the preschool setting and we attend all key worker

meetings.

**7. What training are the staff supporting children and young people with SEND had or are having?**

We have at least one member of staff trained and experienced as a SENCO and who

regularly attend SENCO Support meetings and Inclusion Update meetings. The staff

that are chosen to work with children with SEND will be best suited in experience and

knowledge. They will be qualified, paediatric first aid trained and have a sound

knowledge of children’s development. Many of our staff have undergone Makaton

training and use it on a daily basis within the classroom. Most of our staff have also

had Autism training and Behaviour Management training. We actively promote new

training sessions and will seek out training in any specific areas that are required. Staff are regularly observed by members of management, and regular supervisions

with staff are held by managers and the SENCO.

**8. How will my child/young person be included in activities outside the classroom including school trips?**

Activities and school trips will be accessible for all children and we liaise with

parents/carers to implement any specific arrangements that might be needed. Ratios

of 1 staff to 2 children are allocated to outside activities and trips, with a 1:1 support if

necessary. We fully encourage outdoor learning for all children and we make use of

our rural, countryside setting. Parental consent is requested for activities outside the

nursery grounds and thorough risk assessments carried out before any trip and

activity. Our outings policy is shared with parents on admission.

**9. How accessible is the setting / school / college environment?**

Our setting is on one level, and the door thresholds are los, so wheelchair access is possible. We have access to disabled toilet facilities. We have wide doorways to allow ease of movement.

All storage is low level and easily accessible, as are or tables and chairs.

Everything is clearly labelled with words and pictures.

We are always staffed above ratio requirements because we are spread over two rooms. Our outside space is easily accessible and wheelchair friendly.

**10. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

We offer taster sessions before your child is due to start so that your child and family

can get to know key staff and familiarise yourselves with the environment and

routine. This also gives us a chance to discuss any specific requirements that you

may need. We understand that it might be an apprehensive time for you, as well as

your child, so all of our taster sessions are completely free of charge, and you can

have as many as you feel necessary. During this time you and your child will build a relationship with an assigned Key worker. We can provide visual aids of key staff and photos of key areas within the setting to support the transition

into preschool life.

**11. How are the setting’s / school’s / college’s resources allocated and**

**matched to children’s/young people’s special educational needs?**

We can apply for an Inclusion Bursary Fund. We allocate our budget to provide

additional resources and adapt the environment accordingly, this may include an

Individual Needs Assistant to support your child with their day to day activities.

You can also apply for 2 year old funding (Early Years Education Entitlement-

EYEE.) All the funding is applied for via East Sussex County Council.

**12. How is the decision made about what type and how much support my**

**child/young person will receive?**

Observations and assessments carried out by the child’s key worker will identify what

type of support the child needs. This will then be discussed with the SENCO and the

child’s parents in order to determine the desired next steps in the child’s

development. This is knows as an Individual Education Plan (IEP.) This will be

monitored closely by the key worker, overseen by the SENCO and discussed with

parents. If the child needs extra support we will refer them to the Early Year’s

Service, who will assign a Key Worker to coordinate the relevant professionals, your

family and make sure your child has a clear and effective plan of support.

**13. How are parents involved in the setting / school / college? How can I be**

**involved?**

We understand that parents, carers and family life play a fundamental part in a child’s

education and development. It’s also vitally important that we hear your views, ideas

and personal observations. We discuss each child’s Individual Next Steps with their

parents/carers and agree on appropriate targets together. Further to the daily

feedback we have with all parents and carers, we hold two Parent’s Evenings per

year. This gives staff and parents/carers the opportunity to ask questions, discuss

progress and offer feedback. We offer an ‘open door’ policy so that all parents/ carers

are welcome to spend some time seeing how their child interacts within the nursery

setting.

**14. Who can I contact for further information?**

Your first point of contact will be your child’s Key Worker or SENCO. They will be

able to offer guidance and signpost you to other professionals. We also have a list of

drop-in sessions and support groups at the local Children’s Centre on our parent’s

notice boards. If you would like more information on how our setting can support you

and your child and what else we can offer, please contact the Preschool Manager.

Disclaimer:

This offer is accurate now, but services are regularly reviewed and could

change. All information will be updated as soon as possible to reflect any new

service offer.

Date of publication 26/6/2015

Feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions

to improve the information, please email spirepreschool@gmail.com

Find out more about support for children and young people with special needs

and disabilities: www.eastsussex.gov.uk/localoffer