

## Early Years Local Offer

### **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?**

When your child is allocated their sessions at Breakspeare Preschool, you and your child will be invited to come and meet your key person. Your key person will ask you for some information about your child to help with the settling in process and this is a good time to have a discussion about any existing concerns.

If your child has a special need identified before they join the setting then your key person will work with you and one of our SENCos, Sian Plumb or George Szelazek, to ensure that we understand how to support your child in the setting before they start and what if any adjustments we can make to do so.

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

We work 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.

### **How will the setting staff support my child?**

All children are assigned a key person who will develop a strong bond with your child, starting at the settle in session before your child starts at Breakspeare Community Preschool. They will work closely with you to ensure that your child is happy and settled.

All our staff have experience working with children with a wide range of different and special needs. Both Sian Plumb and George Szelazek, our SENCos, liaise with parents, key person and any other professionals as necessary to ensure that we are supporting the child. If an action plan is required, this will incorporate targets and strategies that outside professionals and the family are currently working with.

### **How will I know how my child is doing?**

All parents are given feedback at a 6 week settling in meeting and progress is also shared with you at their Progress Check at 2 and through their learning journals and at parents' evenings throughout the year.

Your key person, Sian Plumb or George Szelazek (SENCo) or Alix Dunstone, Preschool Leader, are always available at the beginning or end of a session for a quick catch up, exchange any new

information or to arrange a longer meeting if necessary. Depending on your child's needs, a home-link book may be appropriate. If there are external professionals involved, there may be more regular meetings involving them, Sian or George and parents.

### **How will the learning and development activities be matched to my child's needs?**

In accordance with the EYFS, all children are observed and assessed and multi-level activities are planned to incorporate the needs of every child. This might mean an activity is planned to assist a specific group of children with their learning or that an activity is adapted to ensure that all our children are able to access it regardless of the level they are working at.

We would incorporate advice and suggestions from outside professionals to form an action plan to ensure that your child's needs are met and that their learning is supported. The SENCo will also ensure that all staff are aware of how to support your child and that any necessary training is carried out.

### **What support will there be for my child's overall wellbeing?**

All staff have a positive approach to all children's learning and development and are sensitive to the fact that children's individual needs differ. We ensure that throughout all our policies and procedures, our focus is on what a child can do and how we can support them to achieve.

We work with parents and carers to support children with toileting or toilet training, dietary needs, allergies and make reasonable adjustments as necessary to ensure that all our children are safe, supported and happy at our setting. We undergo training as necessary for example, epi pen training and will administer any medication prescribed by a hospital paediatrician or GP.

We have a behaviour management policy which outlines the policies used at the preschool and if specialist help is required to manage behaviour, we can request the support of the Inclusion Development Officer employed by the local authority.

### **What specialist services and expertise are available at or accessed by the setting?**

Sian Plumb is a qualified teacher and has worked with children with a range of ages and needs. George Szelazek has extensive experience with children with complex needs. Breakspeare Community Preschool has worked with children with a wide range of needs and a range of external professionals. The SENCOs attend local SEND clusters and ensure training is cascaded to staff. The Preschool has built up a good working relationship with a range of professionals; advisory teachers, communication disorders team, occupational therapists, physiotherapists, educational psychologists, speech and language therapists, health visitors, GPs etc. We also have good links with our local children's centre.

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

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

We use Makaton sign language with all children and have signs and symbols in the preschool. We also add to our repertoire to support individual children.

The SENCOs both have over 9 years' experience supporting children with a range of needs and disabilities. They attend local SEND clusters and seek out relevant training for all staff to attend.

### **How will my child be included in activities outside the setting?**

We include all children in activities outside the setting and full risk assessments will be carried out. We will discuss your child's needs with you to ensure that they can be included. We always ask for parental permission before taking children out of the setting.

We usually ask for parent help for outings and trips and while you are not required to accompany your child, any parent who wishes to be a parent helper and take part in the trip is always welcome.

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

Your child's key person will liaise with you regarding their action plan and progress. They will always be available to discuss your child's needs however, it may be necessary to arrange a mutually convenient time for a meeting especially if there is a lot to discuss or other professionals need to be present. The need for Early Support maybe identified in which case Team around the Child or Team Around the Family meetings are organised and carried out regularly.

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

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

### **How accessible is the building / environment?**

The Preschool is very accessible and meets the current disability regulations. There are no stairs in our building and we have ramp access. We have purpose built toys and equipment at child level. Our garden is all on one level. We have grassed areas, soft pore and a planting area.

The building has a disabled toilet with wheelchair access within 10 metres of the preschool door.

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

Before your child starts preschool, they will come for a settle in visit so they can meet their key person and see the environment. We are also able to arrange a home visit as necessary. This settle in session provides an opportunity for you to share information with the key person, ask any

questions, meet our SENCOs and when looking round the setting, identify any areas where adjustments may need to be made.

Your child's profile which contains observations, photos and artwork is updated every half term and is then available to parents to take home to read, show grandparents, family members or another setting and then return.

When it is time for your child to leave us and start nursery or reception, we will contact the new setting and invite them in to visit your child at preschool. During this visit, the teacher or key person will meet and play with your child and discuss their development and progress. Dependent on the needs of the child, your child's key person and SENCO can also arrange meetings with you, the SENCO and teacher at the new setting to discuss your child's needs, their development and progress and any routines or action plans which are currently being used in conjunction with outside professionals.

The planning in the preschool will also include stories about starting a new school, dressing up in school uniforms, packing lunch boxes and other activities to support all children in their transition between settings.

### **How will the setting's resources be used to support children's special educational needs?**

All the equipment and toys are age and stage appropriate and can be moved to be accessible to different levels. We use the Toy Library to borrow specific resources for specific needs and also borrow equipment and resources from outside professionals as appropriate.

The preschool has a high adult/child ratio so your child will receive plenty of adult support. We are a very inclusive setting and have a range of resources and strategies in place to support children with a range of needs for example a visual timetable which explains the day using pictures. This is useful for children with speech and language needs or children for whom English is an additional language.

We have a number of sensory resources and a room that can be made darker to suit specific needs.

### **Who can I contact for further information about the early years offer in the setting?**

Alix Dunstone, Preschool Leader, Sian Plumb, SENCO or George Szelazek, SENCO

Breakspeare Community Preschool, School Mead, Abbots Langley, WD5 0LB

[info@bscps.co.uk](mailto:info@bscps.co.uk) 01923 274483

All our policies are on our website: [www.breakspearecommunitypreschool.co.uk](http://www.breakspearecommunitypreschool.co.uk)

Please read a quote from the parent of a child with SEND who left the setting in July 2013:

" We are of the opinion that our child could not be in a better setting, she is cared for, respected and valued as an individual, all the staff have an excellent understanding of her specific needs, continuously monitor her development and progress, have developed excellent relationships with



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outside professionals, are very focused on helping her to achieve her targets and developing her areas of weakness and their communication with us has been excellent.”

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](http://www.hertsdirect.org/localoffer)

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