



Registered Charity No: 1130840  
School Mead, Abbots Langley, WD5 0LB  
01923 274483

## **Early Years Local Offer**

### **Breakspeare Community Preschool**

We are a preschool in Abbots Langley village for children aged from 2 years. We have a strong team of staff and welcome children to join us for an unforgettable experience.

Staff, parents, and our committee work very hard to make sure every child has a great time at Breakspeare. We follow the Early Years Foundation Stage (EYFS) to help every child achieve the outcomes of staying safe, being healthy, enjoying and achieving, positive contribution and economic well-being.

### **What is a SENCo?**

**SENCo stands for Special Educational Needs Co-ordinator.** At Preschool we have 2 SENCos – **Carrie Peppett** and **Charlotte Clempson**, who oversee the day-to-day operation of our SEN Policy and liaise with the parents of the children with SEN. They also work with outside agencies, i.e., speech and language therapists and advisory teachers and ensure that the advice provided is put into practice in the setting. If you have any concerns with your child's development, please reach out to our SENCos or speak to your Key Person. You know your child best. If you have any concerns or support, please do not hesitate to get in touch.

### **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 our SENCos, Carrie Peppett and Charlotte Clempson, to ensure that we understand how to support your child in the setting before they start and what adjustments we can make to help them.

Your child's key person will work with Carrie and Charlotte 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 outside agencies 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 their settling in session. They will work closely with you to ensure that your child is happy and settled.

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All our staff have experience working with children with a wide range of different and special needs. Carrie and Charlotte, our SENCos, will liaise with parents, key persons, 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 on or need support with. We recognise the importance of working with parents to help us with this step.

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

All parents are given feedback through our settling in form and their development is also shared with you at their Progress Check at 2. We also complete a personalised journal for each child, and we have the opportunity to discuss at parents' evenings throughout the year.

Your key person, Carrie Peppett, Charlotte Clempson (SENcos) or Lyn Collier, Preschool Leader, are usually 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, Carrie and Charlotte 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 SENcos will also ensure that all staff are aware of how we are supporting your child and up to date advice is always given on how best to help them.

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

Our 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 the child can do and how we can further their development.

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.

Our behaviour guidelines explain the policies used at the preschool. Please see our separate behaviour policy on our Preschool website or contact Our Behavioural Lead Kerry Perry:

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<http://www.breakspearecommunitypreschool.co.uk/wp-content/uploads/2017/02/Achieving-Positive-Behaviour-Policy.pdf>

Unwanted behaviour and testing the boundaries is often part of growing up. We will work closely with you to put strategies in place to support and enhance your child's positive behaviour.

If specialist help is required to manage behaviour, we can request the support of the Inclusion Development Officer employed by the local authority.

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

Carrie and Charlotte are established members of the team and have a wealth of experience of working with children with additional 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 of which we are based in the same building.

All staff have experience of working with children with special needs. We have had many types of needs over the years, and all have been met individually.

We are familiar with Makaton sign language and use basic sign and gesture with children that may lack in communication skills. We have many signs and visuals around the preschool to support children's communication.

### **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.

### **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 either by phone or e mail 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.

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### **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 an astro turf area, soft pore, and a forest school 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 journal 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 SENCOs 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 ratios ensure 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?**

Lyn Collier, Preschool Leader or Carrie Peppett and Charlotte Clempson, SENCOs

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[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 2021**

“The Sen support at Breakspeare is outstanding they always go above and beyond to make sure our Children’s needs are met they are always a step ahead with getting plans in place and are incredibly supportive and worked with us to get the best outcome for our sons. This made a huge difference with our sons’ development.”

### **Please read another SEND parents quote who left us in 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 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 <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

### **DSPL9 - General SEN Information**

<http://dsplarea9.org.uk/>

### **Kids Hub – Information and support for parents of children with disabilities**

<https://www.netmums.com/local/l/kids-west-hub>

### **Speech and Language – information on self-referral**

<https://www.hct.nhs.uk/our-services-and-referral-information/our-services-a-z/childrens-speech-and-language-therapy/>

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