

Community Playcentre @ Walberton
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
(Local Offer)

How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Upon arrival into the setting, the family has the opportunity to discuss their child's development and any concerns that they may have. Children are allocated a Key Person based on the information you have provided. The Key Person will provide evidence from observations and assessment to identify children's learning and stage of development. They will provide support to you and the child to ensure that all possibilities have been researched to improve your child's outcomes.

If staff have a concern about a child's development or learning, parents/carers will meet with the Key Person and SENCO/INCO (Special Educational Needs Co-ordinator/Inclusion Co-ordinator) to discuss these findings, draw up and implement a plan with strategies and to gain permission to make a referral if needed.

How will early years settings support my child?

The family is allocated a Key Person as soon as your child begins their regular sessions at the Playcentre. Strong links will be made between the family and Key Person to discuss your child's development, behaviour and learning. You will be asked to complete some 'All about me' sheets to help staff gain an understanding of the strategies you use at home when situations arise. This will ensure that there is consistency between your child's homelife and that in the setting.

If your child's Key Person is concerned about any aspect of their learning and development, then this will be discussed with the SENCO/INCO of the setting. The SENCO/INCO will then arrange a convenient time to meet with you to discuss any concerns and to plan strategies together that can be implemented at home and in the setting. Staff will use a variety of strategies from various agencies/professionals and monitor your child's learning to assess if these strategies are complementing your child's development. Any strategies or agencies that may need to be involved with your child will only be used with your permission. Should the Key Person/SENCO feel that a professional needs to be brought into the setting after strategies have been implemented, then (with your permission) would make a referral to the team in West Sussex

The SENCO/INCO is qualified and experienced in Early Years. Staff will undertake any specific training courses that may be necessary to enhance your child's learning and development.

How will the curriculum be matched to my child's needs?

Your child will be planned for individually at least every term and their next steps are specific to them and their stage of development. All staff will record observations and take photographs when the next steps are being met and this is recorded in their learning journal. If there are any additional learning needs that are identified, then a play plan or individual education plan will be drawn up with the Key person and yourself.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Each Key person will explain the planning cycle and how we ensure that all areas of learning are planned for your child within the Early Years Foundation Stage. Parents are encouraged to contribute to their child's specific planning. There is always an opportunity to talk to the manager or Key person if there is a concern about your child's development. Should you require a longer time to discuss your child's needs then this can be arranged with the manager. Each child has a termly progress review undertaken by the Key person. From this next steps would be identified and strategies put in place to support your child in meeting their goals.

What support will there be for my child's overall well being?

Staff are all qualified from level 2-6 in Early Years. Staff attend compulsory Child Protection training and 4 members are 1st Aid trained. Opening and closing checks are completed daily to ensure that the environment and resources are safe and clean.

Care plans are devised with a staff member and yourself before your child attends to ensure that their care needs will be met and there is consistency between home and nursery. Policies and procedures are available on the website and in the main entrance for everyone who uses our service. Children under 2 years of age have a daily sheet which records their feeding, nappies and sleep routines.

What specialist services and expertise are available at or accessed by the early years setting?

The setting has a designated SENCO/INCO who attends regular training and keeps up to date with any changes that may be occurring. 3 staff are trained to level 3 and 1 staff member is a level 6 Early Years Teacher. Staff attend regular training that is part of their own continuous professional development. Training is planned termly to cater for any children's needs that become apparent. 4 staff have 1st Aid training and specific training to administer medication. The setting has close links with the local health visitor and the primary schools within the locality.

What training are the staff, supporting children with SEND, had or are having?

The SENCO/INCO attends training every term to keep up to date with any changes in legislation and the referral process. The Early Years Teacher has had experience of working with children who have additional needs such as Autism, speech & language and Downs Syndrome. The staff member has liaised with specialists in these areas.

How will my child be included in activities outside the early years setting, including trips?

The outside area is accessible for all children, including those with wheelchairs. The setting is accessible from the same level and there are no steps to overcome. The outside environment is available for all children and should there be specific equipment needed, then this would be sought as soon as possible. Any trips that are planned, would be in consultation with yourself to ensure that your child's needs are catered for. Should all parties feel that extra adult support is needed to ensure your child benefits from the trip, then this would be catered for. Parents/carers would be welcome to attend the trip with their child, if it was felt that this would make the experience more enjoyable for their child. Risk assessments are carried out for all trips and adult:child ratios are adhered to. There is always staff who are 1st Aid trained present for the duration of the trip.

How accessible is the early years setting environment (indoors and outdoors)?

The setting is on one level and is accessible for anyone using a wheelchair. The doors to the outside area are able to open to form a double space allowing plenty of room for any specialised equipment children may have/need. There is a disabled toilet within the setting that is easily accessible. Storage is at a low level suitable for nursery children and tables are height adjustable.

How are the early years settings resources allocated and matched to children's special educational needs?

The baby area has resources specific to the age band and is planned to ensure that the 3 prime areas are being developed daily. The over 2 years area is planned with resources that ensure that all 7 areas of learning within line with the Early Years Foundation Stage Guidelines. All resources are labelled with visual clues so that children are aware of what is available within the setting. Any specific resources that may be needed to ensure that children's next steps and needs are developed will be borrowed from the toy library and/or children's centre. If additional funding is available for children with additional educational needs then the setting will do all that is possible to gain this and use for resources/support for that child.

How is the decision made about what type and how much support my child will receive?

Staff record observations and monitor your child's next steps to see the progress of learning and development and to assess the impact any strategies may have. Any concerns that staff have will be discussed with yourself and an agreed strategy will be put in place. Strategies from websites and specialist agencies will be researched and some put in place if they are deemed appropriate for your child's needs and development. If after strategies have been implemented and there are still concerns or there is not much progress with your child's development then a referral will be made, seeking specialist support. Parents are involved in the process throughout and are invited to attend meetings in the setting and with other professionals. If there are concerns about your child before they enter Primary education then the setting will liaise closely with the school to discuss what is being undertaken and the best way forward upon transition.

How are parents involved in the early years setting? How can I be involved?

The setting has a board of Trustees who have an interest in the success of the Playcentre. Some of the trustees are parents who are the voice for others. Questionnaires are given to parents each term to feedback on the settings work and development. The setting has an open door policy for all parents and there is always an opportunity for an informal discussion to occur either with the manager or Key Person. Parents are asked to help in a variety of ways to improve the service we offer the opportunity to become a trustee once a role is vacant. Parents have input into their child's learning journal and planning and are encouraged to provide photographs of their family and observations from home.

Who can I contact for further information?

For further information please contact Kelly Townsend on:

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