

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Add school name: Little Me Pre-school

Name of Headteacher:	Vikki Horn
Name of SEN Co-ordinator (SENCO):	Vikki Horn
Name of SEN Governor:	
School address:	Little Me Pre-school, Maidenhead and Bray Cricket Club, The Pavilion, The High Street, Bray, Maidenhead, SL6 2AA
Contact telephone number:	07940207089
School email address:	info@littleme-preschool.co.uk
School website:	www.littleme-preschool.co.uk
Type of school:	Pre-school Setting

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Our ethos is based on 'planning in the moment' and our provision is driven by the interests and needs of individual children.

We support children with medical conditions to achieve full inclusion in all activities by ensuring consultation with health and social care professionals to meet their medical needs.

Over the years, we have gained experience in supporting children with a wide range of additional needs and disabilities, including Duchenne Muscular Dystrophy, speech and language difficulties, Autistic Spectrum Disorder (ASD), Hypermobility Syndrome, social and emotional needs, and medical conditions such as Diabetes.

Children of any level of need are welcome and families are invited to visit to discuss individual needs with our Special Educational Needs and Disabilities co-ordinator (SENCo). Our inclusive provision offers children with Special Educational Needs and Disabilities (SEND) a range of options to meet their specific support needs.

We have fortnightly meetings with management and staff individually to establish if there are any concerns risen with their key child. Staff will undertake any extra training needed to help support the needs of the individual where possible.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We carry out home visits prior to a child starting our setting and request for parents/carers to fill out an 'All about me form' before their child's first day with us. Once started we then carry out a baseline assessment (compared to developmental expectations). We also fill out Every Child a Talker (EcaT) forms each term and provide termly parent meetings. We have an open-door policy and parents/carers are encouraged to talk to us whenever they feel they need to or set up a meeting at a convenient time for them with their child's keyworker and/or SENCo. If there are other professionals already involved in your child's development, then we would encourage the opportunity to liaise with them also.

Any initial concerns can be reported to myself and I will then carry out observations of the child and put interventions in place (Now and Next boards, Visual aids etc) to help. If further intervention is needed, the SENCo and keyworker would meet with the Parent/Carer to discuss their child's progress, before requesting the involvement of external services for assessment and advice. The child may be given an Individual educational plan (IEP) to identify specific targets for the child.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

We would encourage you to discuss any concerns you may have with the SENCo. If following that meeting it is considered appropriate, the relevant external agencies will be contacted for advice and/or assessment. We could arrange for us to visit your child in their home and to have more settling sessions prior to their starting date which is adapted to each individual child.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We have visual timetables, visual instructions and Social stories available for all children to access. The majority of our staff have a Level 3 qualification in Makaton and use this daily, introducing new signs each week to the children. The SENCo/Manager has also completed Level 3 Eklan training which is a programme specifically aimed at speech and language. Specific resources may be purchased as required depending on the individual needs of the child. We use small group activities where applicable to help and support individual needs such as Attention Autism and Lego Therapy.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We aim to always be staffed over the expected ratio so that there is always an extra member of staff available to support any child needing a little extra guidance. Our staff are constantly undergoing training whether that be online via EDUCARE or training provided by the borough. Training is then fed back to staff in house during termly meetings. We will try our best to implement adaptations tailored to the individual needs of your child. A further stage may include advice, guidance, assessment, and direct involvement of external specialists such as teachers for those with hearing impairment, speech and language therapists, occupational therapists and educational psychologists.

c. How is the decision made about what type and how much support my child or young person will receive?

After we have followed our SEND policy and gathered all information and evidence via Baseline assessments, observations, Individual education plans and parent meetings we will then liaise with external professionals and our local SENCo to decide what further support your child needs. A child with more severe Special Educational Needs may be referred for an Education and Health Care assessment, which, if successful, can lead to the child being awarded with an Education and Health Care Plan (EHCP) to accommodate their needs. An EHCP sets out a child's strengths and weaknesses and the level of support needed for their needs to be met. This support, which is funded by the Local authority can then help to provide extra staffing and/or physical adjustments to our setting.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

Parents are fully involved at every stage of meeting your child's Special Educational Needs. Parents are invited to discuss their child's progress with their keyworker at Parents meetings, where the Special Educational Needs Co-ordinator (SENCo) is also available for any informal discussion. The SENCo is also available during the week to discuss any concerns. Appointments can be made via email at: vix@littleme-preschool.co.uk

Keyworkers are happy to arrange mutually convenient times to discuss how to support learning at home at any time. We have regular meetings to suit the parent's and child's needs regarding planning next steps and the strategies that will support the child.

e. How will my child be involved in their own learning and decisions made about their learning?

All children in our provision have individual planning and documentation that reflects their personal interests and curiosities. Children with SEND also have an Individual Education Plan (IEP), which uses a small step approach to support their learning.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

We use our observations of the children's play preferences to help plan, for example if the child is interested in animals or Lego, we would use this interest to develop counting skills, play with other children, physical skills etc.

Through regular meetings with the SENCo and your child's keyworker, the progress of the child is assessed and reviewed, and new targets or alternative provision is planned if required. Gatherings towards the identified outcomes will be shared with parents through feedback regarding SEN support, through termly reports and at Parent's meetings. All parents are welcome to make additional appointments with their key worker to discuss their child's progress.

b. How do you involve my child or young person and parents in those reviews?

Parents are invited to contribute in writing to ask any questions about their child's development and any area of interest they'd like us to look at each term.

After each parent meeting those present receive a copy of the minutes within 10 working days.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Children meet targets set on their IEP (Individual education plans).
- End of term assessments show that children are achieving their next steps in learning.
- Observations from other professionals.
- Parents report on the progress that their child is making.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

- All children have a keyworker assigned to them before they start at our setting. They will carry out the home visit with a member of management or the SENCo for those children with SEND. The keyworker will then be responsible for tracking their development and developing an in-depth knowledge of the child and family by working in partnership with the parents.
- All staff are either fully qualified Nursery Nurses or are working towards their qualification.
- We operate a free flow system where the children can choose to be inside or outside except during adult led group times. We also have forest school sessions each AM and PM for children to experience learning through nature.
- We have quiet areas with cushions and blankets for the children to relax. We also have Yoga sessions every week, most of our staff have been trained in implementing Yoga to encourage Mindfulness.
- Toileting- We will assist according to the child's needs.
- Eating/Drinking- We will assist according to the child's needs. All staff are aware of dietary needs/Allergies and these are also displayed throughout the setting for external staff coming into the setting.
- We will administer oral prescribed medications as outlined and signed by parents. If medicines require more intimate procedures staff will require training and parental permission to administer them.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Prior to starting - we endeavour to get as much information as possible from parents and other professionals (with parental permission) who are supporting the child.
- We aim to speak to professionals involved with children prior to starting, arrange additional visits for the child before starting and have a meeting with parents to ensure that we have an admission plan that suits the needs of the child.
- We offer a Welcome booklet that the child can refer to during holiday periods that shows photos of each area of the setting and photos of the staff.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

- We encourage visits from all new settings/schools to come in and meet your child and ask any questions they may have.
- We send all developmental documentation over to their new setting/school.
- In the case of children with SEND we will invite parents and any professionals in for a meeting to discuss and formalise any individualised plans.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

We will endeavour to accommodate your child's needs, however being a pack away pre-school based within a cricket club there are limitations to what we can do. Please do contact us to discuss any queries regarding accessibility for your child.

All our toilets are based on the same level and we have step stools and child seats for the toilets to encourage independence, however there is always a member of staff monitoring these areas to help assist if needed. Nappy changing facilities are available. Due to the age of the children a hoist is not needed.

- Have adaptations been made to the auditory and visual environment?

N/A

- Do you have disabled car parking for parents?

We have a big car park at the rear of the cricket club but there are also 3 parking spaces right outside the main entrance.

b. What if my child needs specialist equipment or facilities?

- We do not have any specialist facilities, however we will liaise with other professionals to try to ensure that children's needs are met.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- All off site experiences are offered to all children.
- We would ensure that children with SEND have a 1:1 ratio (if appropriate) for offsite activities.
- We would risk assess prior to our school trip to ensure your child's needs can be met.
- Parents are also very welcome to support their child on offsite activities if desired.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

All our staff are 12hr paediatric and forest school first aid trained. They also have training in administering EpiPen and have all completed online training for Type 1 Diabetes. Any medical condition your child has that requires support or medication we will liaise with professionals to ensure training for all staff is undertaken if needed and the Special Educational Needs Coordinator will liaise with involved professionals regarding a medical plan for the child. This will then be given to all staff members and displayed within the setting. Our staff have ongoing training through Edu care and the local borough. We have staff trained and qualified in Elklan to help and support children with speech and language delay/difficulties, this has been relayed to staff through in-house training. Our SENco has also trained in Attention Autism and Behaviour management. Other training includes Lego Therapy and Makaton.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

- With parental permission we can liaise with a host of Early Years SEND professionals including Speech and Language Therapists, Occupational Therapists, Shine Team (Autistic Support Team), RBWM's area SENCO, Children's and Young People's Disability Team, Educational Psychologist.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

All our policies can be found on our website; <http://www.littleme-preschool.co.uk> Under 'parent info'. These policies are updated annually or at least every 3 years or when there are changes to legislation.

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Please contact the pre-school if you have any questions regarding the information provided or wish to discuss your child's needs.

10. Feedback and complaints

- a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

Our Complaints Policy can be found on our website. <http://www.littleme-preschool.co.uk>

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and disabilities
SENCO	Special Educational Needs Coordinator
Makaton	Early communication Signing Programme
EKLAN	Specialist speech and language training course for Early Years practitioners

Date of last update of this document: **May 2022**

Date of next review: **April 2023**