

LITTLE PIPS 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?

At Little Pips children are identified as having SEN (Special Educational Needs) through a variety of ways including the following:-

- Concerns raised by a parent
- Progress checks at age 2 – The EYFS (Early Years Foundation Stage) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime areas of learning; Personal Social and Emotional development, Physical development and Communication and Language; when the child is aged between 24-36 months. This enables earlier identification of development needs
- Through practitioners assessment of development through regular observations and reviews.
- Key worker flags up concerns with SENCo
- Liaison with external agencies
- Health diagnosis through a paediatrician

As a parent with concerns how will I be able to raise any concerns I may have? :-

- Talk informally to the Little Pips manager Miss Hollie Westlake or Little Pips SENCo Mrs Jenny Oliver
- Make an appointment to discuss concerns with the Manager or SENCo or both.
- We are aware of the importance of building positive relationships with parents. We are open and honest and hope you are able to do the same with ourselves.

How will Early Years practitioners support my child and how will the curriculum be matched to my child's needs?

Who will oversee and plan for my child's learning? Who will be working with my child and what will be their roles?

- Your child will be given a named key worker who will spend time with your child building a relationship with them, seeing to their personal needs, and is responsible for planning activities that would benefit your child. They in turn are supported by the Little Pips SENCo.
- We ensure the provision for children with special educational needs is the responsibility of all members of the Little Pips team.

Who will explain this to me?

- Little Pips manager Hollie Westlake will meet with parents who have concerns.
- You may like to get further information from the SENCo to discuss support in more detail.

What is the settings approach to supporting different children's needs and how will that help my child?

- We ensure our provision is inclusive to all children with special educational needs.
- We identify the specific needs of children and meet those needs through a range of SEN strategies.
- We provide an environment in which all children including those with special educational needs are supported to reach their full potential.

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

What opportunities will there be for me to discuss his or her progress with staff?

- We are a friendly preschool who have good relationships with our parents. We are available for informal chats or appointments at your convenience.
- We hold regular Parents evenings

How does the setting know how well my child is doing?

- We use a system for keeping records of the assessment, planning provision and review for children with special needs as we do with all our children
- We complete Learning Journeys which contain observations and photos. We feel this is a friendlier approach to record keeping.
- We track our children's progress half termly.
- We use a system of planning, implementing monitoring evaluating monitoring and reviewing children with special educational needs using an Individual Education Plan (IEP)

How will I know what progress my child should be making?

- Parents evenings
- Meetings arranged with child's key worker/SENCo where we can offer advice on practical ways to help your child at home.

What opportunities will there be for regular contact about things that have happened at the setting?

- At the end of a session at Little Pips, two staff members are always available to speak to parents.
- We write up a whiteboard daily, detailing what the children have been doing.
- A communication book for your child can be made available if you would find it helpful.

How will you explain to me how his/her learning is planned and how I can help support this outside the setting? How and when will I be involved in planning my child's education?

- The Manager Hollie Westlake is always available to talk through how we plan
- Planning for our children is done through their individual interests and is available in the setting to look at.
- Daily provision is also available for perusal
- Every half term we send home "parents input to planning" which enables parents to tell us what their child's current interests are and which area of learning would benefit their child. This then feeds into our planning.

Do you offer any parent training or learning events?

- Not regularly but this can be arranged on request
- Information on the EYFS is available on the parent notice board.

What support will there be for my child's/young person's overall wellbeing?

What medical and social support is available in the setting for children with SEN and disabilities? How does the setting manage the administration of medicines and providing personal care?

- We ensure our provision is inclusive to all children with special educational needs.
- We work alongside outside agencies such as Integrated Therapy service and also have the benefit of the Area SENCo Wendy Toy.
- Medical plans are implemented if needed and staff trained in giving correct medication etc
- Medicines are administered and personal care is provided by a trained First Aider
- Prescribed medicines are kept in a locked cabinet and administered on advice of the parent.
- We ensure all our staff members are first aid trained.

What support is there for my child's personal, social and emotional development?

- We use STC in the setting – Somerset Total Communication
- There are opportunities for children to work and play with their peers in large groups and also one to one
- Children's interest is fed into planning
- We allow children to extend their own learning.

How will the setting ensure they take account of my child's view as appropriate?

How will my child be able to contribute his or her views? How will the setting support my child to do this?

- At Little Pips we are aware of the value of helping even the youngest child to raise their self esteem and build a positive attitude
- A choices book is always available for activities
- Feeling cards are in the setting.
- Circle time allows children to communicate
- We listen to and respect the views of our Little Pips children and value their comments on how we can best support them.

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

Are there practitioners at the setting with previous experience of supporting children with SEN and do they have relevant qualifications?

- Little Pips staff hold varied qualifications, from Degrees in Early Childhood Studies, Foundation Degrees as well as Level 3 qualifications.
- All staff are first aid trained
- Three staff members are SEN trained.
- Two staff members hold Behaviour Management certificates.
- All staff are STC trained

What other services does the setting access including health therapy and social care services?

- Area SENCo Wendy Toy
- School SENCo Ros Bowers and Reception Teachers Sally Kent and Julie Moseley
- Somerset Integrated Services includes Speech Therapists, Occupational Therapist
- Health Visitor
- Close links with the local Children's Centre

What training have the staff supporting children with SEN and disabilities had or is having?

- All staff attend regular training and refresher courses. Record of staff training is kept on file.

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

- All children at Little Pips are able to access off site activities on offer.
- Discussion with parents may be needed to make individual flexible arrangements for pupils with special needs whether that is medical, learning, social or emotional.
- Parents may be asked to accompany their child

How accessible is the setting environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?

- Little Pips is fully assessable for a wheelchair, both inside and outside areas.
- Little Pips is located in a classroom within the school. Disabled changing and toilet facilities are available in the school.
- Signs and pictures are used around the setting to help children identify equipment and play areas
- A choices book is available for children to choose what activity they want to play with
- A visual timetable is used daily
- Staff use STC (Somerset total communication) and children are encouraged to sign in return.
- We provide multi sensory equipment as part of our planning.

How does the setting communicate with parents whose first language is not English?

- In the event of Little Pips having a pupil whose first language is not English, we will use the local interpreters' service that can provide resources in the home language or an interpreter.

How will you ensure that my child is able to communicate their needs and wishes in the setting? How will you help my child to understand other people's communication? How will you help my child to build relationships?

- Little Pips is a STC environment and staff and children sign their needs and wishes
- We have a choices book
- We use feelings cards
- We use sand timers to encourage turn taking and sharing
- We sit together every morning and sing and sign Hello to each other by name
- We use the Golden Rules board to remind us about sharing, being kind to our friends etc.

How will the setting prepare and support my child to join the setting, transfer to a new setting or move school

- Little Pips offers introductory sessions where you can come and visit with your child and meet staff and children. This gives opportunity to discuss any requirements and give us the chance of getting to know you and your child. This also provides opportunity for you to share with us details of your child and any other outside agencies involved.
- We offer a flexible settling in period should your child have difficulty settling in.
- Your child will be given a named key worker and this will give her chance to get to know your child.
- If your child is transferring to a new setting, Little Pips manager or SENCo will be in contact with the setting and arrange for transfer of information, Learning Journals etc.
- We have the privilege of being part of the Foundation Stage Unit at Little Pips so the transition into school here is very smooth. Reception (Pippin class) is connected to us by a sliding door and in the term before starting school the children pay regular visits into Pippin class. The Reception teachers also spend time in our setting with us so they get to know the children.
- The school SENCo Ros Bowers works closely with Little Pips SENCo Jenny Oliver ensuring the transition into school goes well. School entry plans are completed with the parents, school and Little Pips SENCo and the Area SENCo also.
- A special book may be prepared using photographs of rooms and staff, to be looked at and talked about with the child before transfer into school.

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

Can you describe the decision making process? Who else will be involved? How will I be involved does the setting judge whether the support has an impact?

- Following observations and discussion with parents who sign their consent, the Area SENCo makes a visit to the setting
- She observes and comes in to support the setting SENCo with the process
- A meeting will be arranged at which parents, Little Pips SENCo, Area SENCo and any other professionals involved with the child are present

- The decision is made in consultation with the Little Pips SENCo by the Area SENCo
- An Individual Education Plan will be implemented which will be closely monitored and reviewed.

Who can I contact for further information?

Your first point of contact is Hollie Westlake. Your child is assigned a key worker who has a role in your child's education as well as the Little Pips SENCo. If you are worried or concerned about your child, Hollie Westlake or the Little Pips SENCo Jenny Oliver would be happy to meet with you. Please contact Hollie Westlake at Little Pips 01458 252822 if you are considering whether your child should join the setting.