

Local Offer - St Joseph's Pre-School

<p>COVID-19 Pandemic</p>	<p>We recognise that the consequences of the pandemic can be a particularly difficult time for children with special educational needs. We will work to identify the additional needs of SEN pupils and to support them at this time. Individual risk assessments will be carried out, and the school will do its best to meet provision by reviewing any flexibilities that may be required to respond to outbreaks or restrictions as they develop.</p> <p>Any information in this local offer is subject to current COVID-19 restrictions and legislation. Aspects of this offer may therefore be unavailable, subject to alteration or removal and any consideration of this offer must be carried out with this in mind.</p>
<p>Local Offer Details</p>	<p>We are an inclusive Pre-School that welcomes and celebrates diversity. We believe that every child is entitled to an education which enables them to achieve their best and become independent and confident learners. We believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team whose aim is to ensure resources and activities are accessible to all children regardless of their ability or disability. We offer support to parents and carers of children with SEND and access additional support from other professionals as appropriate. Termly SENCO Liaison Group meetings provide us with up to date information on policy and procedures.</p>
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<p>Training completed by practitioners</p>	<p>SENDCO Training 2017 / Makaton Introduction / NAS Early Bird (Autism) / Autism in the mainstream setting</p>
<p>How does the Pre-School know if my child will need extra help and what should families do if they think their child may have Special Education Needs and/or disabilities (SEND)?</p>	<p>Before admission we invite parents and children to visit Pre-School to meet their child's Key Person and the Pre-School team of staff. This provides the opportunity for us to get to know your child and we are able to discuss any concerns that you may have and areas where your child may need extra support. Through discussions we are able to assess individual children's needs and plan for a smooth transition into Pre-School. We also encourage communication and the sharing of information, if your child has attended another Early Years setting / Childminder. We make initial observations and assessments on entry which we share with parents at a 'settling in meeting'.</p>

<p>How are parents involved at the setting and how can I be involved?</p>	<p>Strong parent partnerships are important to the Pre-School. We welcome parents to Stay & Play Sessions, and seasonal celebrations such as our Nativity play, Easter Bonnet Parade and Sports Day. We meet with parents to discuss how children have settled and any concerns that they may have. We invite parents once a term to celebrate their child's Learning Journey and to share the progress they are making. This is a good opportunity to share children's next steps that we are working on and update each other on their interests. Parents are invited to complete observation slips to share what learning is seen at home and to contribute to an annual parental questionnaire asking for feedback on our provision. We value day to day informal chats, communication by email and telephone calls, to ensure the wellbeing of all children.</p>
<p>How will practitioners in the Pre-School support a child with SEND?</p>	<p>Each child's key person will work with both you and your child to ensure that we share knowledge concerning their development. The key person is responsible for monitoring progress using our Learning Journey books. If Special Educational Needs and or disabilities (SEND) are identified the key person will discuss the level of support required with parents and liaise with the supervisor of the session and the SENDCo (Special Educational Needs Co-ordinator).</p> <p>Through continual observations we are able to plan for your child's next steps within their learning. In discussion with you, we may include accessing additional support from other professionals. The Buckinghamshire Learning Trust Early Years' Service may be contacted, with your permission, to gain further advice or to make a referral. Strategies and advice will be implemented as appropriate.</p>
<p>How will the curriculum for the Pre-School be matched to a child with SEND's needs?</p>	<p>The Pre-School SENDCo attends relevant training and supports the key person to monitor children both individually and as a group. We provide appropriate adult to child ratio to ensure that all children receive the individual support that they need. Through ongoing assessment, the key person plans next steps for their individual children which are based on their interests and needs. They support children to access areas of the provision as fully as possible and make reasonable adjustments for this. Where necessary, individual support plans are developed for children and additional resources are supplied as appropriate.</p>
<p>How will Practitioners work with me to share information about my child's progress? What is additional for children with SEND?</p>	<p>Children's Learning Journey books are available at any time on request. More formal meetings are arranged with a child's Key Person each term. For children with SEND we arrange to meet more often to ensure short term outcomes are progressing and new outcomes can be planned for. The Learning Journey provides us with a monitoring tool that enables us to identify when additional support is required. Our team ensures children's needs are quickly identified and supported; this in turn is shared with parents. As appropriate, when</p>

	<p>professionals such as speech and language therapists visit the setting, we invite parents for joint discussion. We offer the use of a Home School Diary to inform parents about daily activities. Parents are invited to contribute to this by adding what the children are enjoying and achieving at home. Additionally, we are available at each session to discuss any concerns regarding a child's learning and/or well-being.</p>
<p>What specialist services and expertise are available at, or accessed by, the Pre-School?</p>	<p>Our team is highly qualified in Early Years Education through both qualification and experience. We have experience of meeting the needs of a wide range of children with SEND. Staff attending the termly SENDCo meeting or training courses, cascade new information to the team to ensure knowledge is shared. In support of children with SEND we have liaised with a range of outside agencies, including the Buckinghamshire Learning Trust Early Years' Service, Portage, Speech and Language Therapists, Dieticians, Occupational Therapists, Education Psychologists, Pupil Referral Unit and other Early Years settings.</p> <p>We use a range of online resources for support such as the Communication Carousel, speech and language and occupational therapy services.</p>
<p>How accessible is the Pre-School environment (indoors and outdoors)?</p>	<p>We regularly review the Pre-School environment to reflect the needs of our children. To benefit all children and especially children with sensory sensitivities, we have developed low arousal areas where minimising distraction, supports focused play and learning.</p> <p>All rooms have blinds fitted to enable us to adjust the light levels and the building has wheel chair access as well as an adult disabled toilet facility. We work with professionals and parents to access specialist equipment that may be required.</p>
<p>What are the transition arrangements for supporting children and families?</p>	<p>When children join we offer a flexible settling in policy. We are able to offer families a home visit as appropriate, followed by an invitation to visit the setting to familiarise themselves with the environment and their child's key worker. When children start with us, their needs are monitored on a daily basis and parents are regularly informed by telephone to ensure they are involved in any decisions made, until their child has settled.</p> <p>When moving from our Pre-School, we invite class teachers to visit our children in the setting. For a child with SEND it may be that this is followed by us accompanying them, on visits to their new school. We contact the SENDCo of the school in advance to ensure that they know about any special arrangements and support needed and records are passed on as soon as possible. Social story books may be used to support transitions displaying photographs of new teachers, support staff and the learning environment.</p>

What future plans does your setting have for developing its SEND provision e.g. training, facilities?

We continue to embed visual display resources to support children's understanding and plan to further develop our practice in Makaton signing. We continually reflect on our practice, review staff training and make adjustments wherever possible to include all children at our Pre-School.