



### **How does the early years setting know if children need extra help and what should I do if I think my child may have a special educational need (SEND)**

At the A House every child has a key person; this is a nominated member of staff who takes a special interest in their welfare and development and works with the child's parents to develop a trusting relationship to enable the respectful sharing of information. Here at The A House we treat every child as an individual taking into account their strengths, needs, learning styles and current interests.

At the preschool all staff members make observations on the children, this enables staff to plan for children's individual development as well as tracking children's development across the Early Years Foundation Stage. Children's progress is tracked and reviewed termly by staff and a formal progress check with parents/carers is completed for under threes, these checks and trackers identify and highlight any areas where progress is not as expected or requiring extra support. The child's key person with the support of one of the pre schools SENCOs would meet with the parents/carers to discuss the child's progress and strategies to support the child in the particular area of development.

The preschool has three trained SENCOs who work alongside children and their families.

Our practitioners are fully qualified with a recognised childcare qualification and regularly attend a range of courses and recognised training from the local authority and other professional organisations. They are experienced in working with a range of additional needs.

The SENCO or the child's key person if necessary will then, with parental permission liaise with other professionals to seek advice and support as necessary. Feedback and advice from other health care professionals including reports are shared with parents and staff to help support individual needs.

If a parent/carer has any concerns about their child's development the child key person is available for private meetings and less formal development chats and handovers. One of the SENCOs can also be available to discuss individual concerns.

On registration we ask parents/carers to share information with us about their child through the All About Me sheets in the Learning journal. If the child is already being supported by other agencies we ask that parents share any reports or strategies that have been suggested with us so we can work together to support the needs of the child.

### **How will The A House support my child?**

The child's key person supports the child within the setting making sure their individual needs are met and supported. The key person works closely with the child and the parents ensuring there is a frequent and open channel of communication for all parties to share information. The key person

plans the child's next steps according to their individual development and monitors progress routinely. Some children's development may be reviewed more frequently as in some circumstances smaller steps may be more significant.

Staff use the ECAT tool to monitor children's speech.

The child's key person will be responsible with the support of the SENCO of ensuring that children's individual needs are met by planning support using individual play plans and next steps and working alongside any other relevant agencies they will also provide regular feedback opportunities for parents and carers. The A House may ask for a visit from the First Team to help us to support your child. First is run by the local authorities Early Childhood Service and its aim is to support Early years practitioners in providing the best possible experience for all children in the setting. Parents are encouraged to come in and meet the First team visitor and meet with them to discuss aspects of the referral.

The preschool fosters an open door policy that respects and welcomes all members of the community. The A House environment provides a range of inclusive resources that reflect and celebrate diversity as well as ensuring it provides a broad and diverse curriculum for all children to experience and enjoy.

### **How will the curriculum meet my child's needs?**

Communication between the setting and the child's home are key when supporting young children. The child's key person will regularly feed back to parents and carers and they will regularly manage and review observations and track the child's development. From this they will highlight next steps in learning and plan a range of opportunities and activities around the child's area of interest to help them move on and develop. All plans strategies and next steps for learning are shared with parents and carers so they can add relevant information about what the child is doing and enjoying at home.

Every child is treated as an individual with a unique set of needs, strengths, interests and learning styles. We monitor children's development across the Prime and Specific areas of the Early Years Foundation Stage.

### **How will both you and I know how my child is doing and how will you help me support my child learning?**

Parents are able to book meetings with their child's key person as regularly as they like. Learning Journals are available at any time and can be collected from the key person. Staff are always available to speak to both at the beginning of a session and at the end. If you would like to book a more formal meeting please speak to a member of staff who can book a mutually convenient appointment. Staff can be contacted at drop off or pick up or emailed via the pre schools website, the preschool also has an answer phone facility for you to leave a message on.

Learning journals contain a range of information including observations, photographs, work, next steps, interests and achievements as well as trackers for EYFS development stages and characteristics of early learning. Staff will in the development meetings explain the trackers in detail and show parents and carers how we track and support development.

Development meetings can be booked on request.

All under threes attending the setting has a two year old check. This meeting is held with the parents/carers in the preschool and is used as an information sharing time.

All strategies and play plans including next steps are shared with parents and the preschool has access to a range of resources that can help support parents understanding of their child development and needs. Parents are also invited to attend review meetings with other outside agencies and the First team when they attend.

The preschool provides opportunities for parents and carers to attend regular development meetings catch up chats as well as the stay and play hour where parents and carers can spend time with their child during a session. The preschool also sends out emails and newsletters at regular intervals and holds information relating to a range of policies and procedures on the parents area of its website.

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

Staff are recruited via a rigorous checking procedure and are chosen for not only their qualifications but also for their positive welcoming and child focused approach. Staff are extremely well qualified and experienced, they have been trained in First Aid, child protection, health and safety and fire procedures to name but a few. Staff act as good role models for positive behaviour and ensure that a consistent positive approach to behaviour management is maintained. Staff are trained to administer prescribed medicines, in the administration of Epi pens and would gain further training for specific needs of an individual child, all with parental consent.

The preschool values all children's views giving them the opportunity to be heard. On starting at the A House all parents are given a comprehensive welcome pack including a settling leaflet. They are also invited to visit on a number of occasions and invited to a welcome afternoon. Settling strategies are discussed after the initial visits. New starters receive written feedback for the first two weeks of settling and staffs keep an open dialogue during the first half term. The child's well being is paramount during this period and staff are experienced in dealing with separation anxieties. Staff use a supportive approach to settle the child, developing a firm bond between the key person and child. They use this relationship to help the child to settle and feel more secure giving them a solid base. Staff will not keep overly distressed children in the setting and will discuss issues as they arise with parents and carers. Staff will immediately advise parents and carers if they think the child's happiness or well being is being affected.

All children are supported during the pre schools routine. Older children are encouraged and supported in managing their own personal care and manage risks for themselves, they are also encouraged to follow the morning routine independently.

The A House is fully committed to its responsibility to protect and safe guard all children as well as being committed to ensuring that all children fulfil their potential by providing the best possible learning environment.

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

The A House preschool employs three SENCO trained staff who are experienced in working with children with a range of needs and requirements. The A House supports staffs professional development and staff regularly attend a range of training to keep their skills and knowledge up to date.

Staff at The A House have worked previously with children who are on the autistic spectrum, development delay, sight and hearing impediments, language and speech difficulties as well as children with physical impairments and other medical needs. The preschool also has experience of supporting children with English as an additional language and employs two members of staff who are bi-lingual.

The preschool has access to the First Team advisers as well as health visitors, speech and language professionals, physiotherapists and other professional bodies that help support young children. The preschool also works in partnership with paediatric consultants, occupational therapists and the sensory support service.

The preschool always works in partnership with parents and carers as to meet your child's needs however parental consent is always sought prior to any referral.

### **What training have staff supporting SEND children had or are having?**

All staff with the exception of the apprentice hold a minimum of a recognised level three qualification in Early Years and are child protection and first aid trained. Staff as part of their ongoing professional development attend accredited training over the year. This includes broad curriculum training as well as more specialised courses. Training is then cascaded down to other staff members on nominated training days and at staff meetings.

Staff have attended training to use the Every child a talker monitoring tool which supports early identification of children with speech and language difficulties.

Courses attended over the last year include; Inclusion training, working with parents as partners, speech and language development, Solihull training and sensory play

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

The A Houses activities and experiences are based on children individual needs strengths learning styles and interests and this includes all children. Staff when planning take into account children's differing abilities and stages of development to ensure all children are included. Planning incorporates information from parents/carers, observations made in the setting, information from home as well as information shared from other professionals.

For outside activities and trips a assessment of the child's individual needs would take place as well as a risk assessment to identify potential hazards or areas that would require extra support. The child's key person, the SENCO and the child's parent/carers would be involved in this. The measure that would be put in place to support the child would depend on the child's individual need.

### **How accessible is The A House both indoors and outdoors?**

If you have a child with a SEN or disability you can discuss their needs on your initial visit when you view the facilities and environment The A House offers.

For families where English is an additional language we can provide information relating to the preschool in families home language. We also provide a number of bi-lingual posters books signs and resources.

The building is wheelchair accessible as are the changing and toilet facilities.

The preschool provides a range of sensory activities as part of the ongoing provision as well as using sensory play equipment and visual aids. The preschool also has access to the sensory toy library.

### **How will The A House prepare and support my child join the setting or transfer to a school or new setting?**

The A House arranges after your initial visit a welcome afternoon prior to starting as well as three further one hour visits' member of staff will act as your settling base when you start this may or may not be your child's key person as here as The A house we like to allocate the child's key person according to their preference. If your child has a special educational need we would arrange a separate meeting with the preschools SENCO and the manager prior to starting.

All families receive a settling leaflet as well as being invited to settling visits.

Transitions between settings are carefully managed and planned to ensure continuity of care, these include taking into account any changes to the child's individual needs. Transition meetings are held with local schools and the preschool has also been involved in home visits alongside the school. Further meetings with the school relating to a child with an SEN would also be supported by the child's key person and The A House SENCO.

### **How are the preschools resources allocated and matched to children's special educational needs?**

The A House is well resourced with a variety of interesting and stimulating materials both inside and out. All the toys and resources support development in the EYFS at a range of development levels. The preschool has access to the local sensory library and can access a range of specialist resources.

The setting uses a range of visual and bi-lingual resources to support children.

Inclusion funding where it is awarded can be used to help support a child with an SEN further.

### **How will the decision be made about what type or how much support my child will receive?**

Decisions surrounding support around a child are made through observations and monitoring. The assessment is linked to the EYFS and child development guidelines will also be used as a base and from this a decision will be made as to what extra support is put in place to help the child become independent in the setting. The ongoing partnership between parents and other professionals will also be used when making the decision. Any inclusion funding that is awarded will be based on evidence submitted to the panels from the parents, the setting and other professionals. This funding is awarded from the local authority. The preschools SENCO and the child's key person will take an

active role in this procedure and will also ensure all staff are aware of the child's additional need and how to support them.

### **How are parents involved in The A House?**

We value parental involvement from initial settling sessions, stay and play visits, development meetings, day trips and Christmas plays.

Parents and carers know their child's needs best and support us in working with the child to create a caring and enjoyable environment that is full of interesting learning opportunities.

Parents are invited to meeting and feedback from visiting professionals as well as being given the opportunity to contribute to next steps in the learning journals as well as the "at home I" slips.

Parents/carers can speak to their child's key person or the SENCO at their request as well as having regular access to the Learning Journal.

### **Who can I contact for further information?**

Your child's key person would be the first point of contact if you have any concerns relating to your child. The A House SENCOs are also available should you wish to make an appointment as are the managers or the owner. The local children's and families centre, health visitors or the children's information service can also provide you with advice and information or sign post you to other help points. The local authorities Local Offer can be found at [www.westsussex.gov.uk](http://www.westsussex.gov.uk).