



Rotherfield Pre - School

Our SEN and Disability offer

How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

If you choose Rotherfield Pre-School for your child, you will be allocated a key person who at your child's first session will discuss the settling in form with you that gives us the information you would like us to know about your child, including any known or suspected special educational needs. We set you up with an online account with Tapestry, our learning journal, on which you can fill in the 'About Me' form prior to the first session.

After your child joins us and starts to settle, we will complete a baseline developmental assessment. This will inform us about your child's development and highlight any additional needs.

If you think your child has any special educational needs, we would encourage you to tell your child's key person or our Special Educational Needs Co-ordinator (SENCO).

How will the pre-school/ nursery support my child with special educational needs?

Once it has been identified that your child has special educational needs, through initial observations, we will together decide what type and how much support is appropriate to meet your child's needs. This may be in house support by the Key Person and SENCO with identified strategies or external support from specialised services. If we feel that external support is required we will discuss this with you and then make a referral to the local Inclusion team ISEND. A member of the Early Years specialist team will then visit your child at pre-school and observe them, to identify what type of support your child needs. A Setting Based Support plan (SBSP) will be written, with targets and strategies to support your child's progress. This will be shared with you and will be reviewed approximately every six weeks to determine if any adjustments need to be made. If your child requires external support, early years professionals such as a speech and language therapist will visit your child at pre-school, to discuss their progress and targeted strategies, with the SENCO and Key Person. You will be made aware of all visits and what has been discussed. You are very much part of this programme of support.

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

We take a multi-disciplinary approach to making the decision as to what type of support your child will be receiving from us. We include the Early years specialist team, health visitor,

speech and language and any other specialists involved in your child's care. Most importantly you as the parent will be invited to attend any meetings so that you have input into any decisions about your child's care is taken into account.

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

Within the Early Years curriculum you, your child's key person and the SENCO will identify any areas that need to be adjusted in order to meet your child's needs. To do this we may use alternative resources, undertake small group work, request advice from external services or make a referral to the specialist Early Years Teaching and Support Service.

We will review your child's SBSP with you every six weeks and look at what your child's next steps need to be. We also have an open door policy for parents and carers, so you will be able to speak to your child's key person whenever the need arises.

We will observe and assess your child's development at regular intervals. Our observations and assessments will be available for you to read and contribute to on our on-line recording system, Tapestry. Tapestry is a great way to feel a part of your child's developmental journey at pre-school, especially as it will include photographs of your child's time at pre-school.

As well as Tapestry, we can also implement a pre-school / home contact book that is used for more specific communication between us. You can write about anything you feel we need to know to ensure we make every day appropriate for your child, e.g. your child may be tired after a disturbed night. We also encourage verbal communication of any concerns or worries you might have, so please do ask for your child's key person as you drop off and pick up your child, or speak to the Team Leader.

We will also support your child's learning by offering suggestions as to what you can be doing at home to contribute to your child's next steps. Depending on the need, at times we are able to offer parent training sessions e.g. Makaton.

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

We work in a holistic manner and aim to support all areas of your child's overall wellbeing. As parents ourselves, we know how hard it can be entrusting the care of your child to others. By developing a strong relationship between your child and their key person, we will learn a great deal about what your child needs in order to feel safe and happy at pre-school. If your child's key person is absent, a buddy key person will be allocated so you and your child will always have a named member of staff available who will be attuned to your child's needs.

Where needed, we will apply for funding to secure one to one care or a small team of staff to care for your child. We are also committed to on-going staff development and training. We will seek specialist advice on specific behaviours or needs if we do not have the right experience in house. All our staff undertake safeguarding training.

What training do the staff have in supporting children with special educational needs or disabilities?

The majority of the staff at pre-school are parents themselves, so we bring a range of personal experiences. We have two trained SENCO's; Liz who is also a qualified teacher and Diana who has experience in supporting families and has an Early Years and Playwork qualification. Many of our other staff are qualified early years professionals and qualified teachers. We regularly access a range of specialist services via specialist early years teachers and other multi-disciplinary services, e.g. speech and language therapy, paediatric services, etc. when required.

What specialist services and support are available to the pre-school/nursery?

We regularly access a range of specialist services via specialist early years teachers and other multi-disciplinary services, e.g. speech and language therapy, paediatric services, Health visitors, physiotherapists and Occupational therapists etc. when required.

How will my child/young person be included in activities outside the pre-school/ nursery, including trips?

Any activities outside pre-school are planned with inclusion as a focus. Trips and external activities are fully risk assessed and arrangements put in place to ensure all children can be included. This could include extra staff and involving parents and carers as volunteers.

How accessible is the pre-school/ nursery?

The building and external area are fully wheelchair accessible. There are disabled changing and toilet facilities. The building has a hearing loop. Where English is a second language, every effort is made to secure written material in your own language. We are also able to access interpreting services via the Gypsy Roma Traveller Team, and English as an Additional Language Service (EALS).

If your child requires specific play materials or equipment we can access resources from the specialist Early Years Teaching and Support Service. We can also apply for grants to fund specific equipment. We use visual prompts and Makaton signs.

How will the pre-school/nursery help my child move on to school?

When your child is ready to start at primary school, we will help with the transition. We have good links with all the local primary schools and all reception teachers are invited to pre-school to meet their new children. In term six, we play lots of games about starting at school. The role play area becomes a school and the children are encouraged to dress up in school uniforms. We also practice getting changed for PE.

Transition meetings take place with the multi-disciplinary team. Your child will also have access to a photo book about their new school and they will have the opportunity to visit the

local primary school on a fortnightly basis in term six. We will share our assessments with the primary school. If your child needs any further assistance with transition to school, we will arrange an individually tailored programme to meet your child's needs. Our ethos is to be flexible.

Once your child has started school, we make every effort to visit them in their new school as part of our transition support.

Give us your views about this information

Contact localoffer@eastsussex.gov.uk or call Information for Families 0345 60 80 192

More information, advice and support

The local offer- what is available for children and young people with special educational needs in East Sussex

- www.eastsussex.gov.uk/localoffer

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