

## Duxford Preschool Local Offer

### **1. How Duxford Preschool knows if young children need extra help and what our parents/carers should do if they think their child may have SEND.**

We make sure we have all vital information from parents and carers. We use 'All about me forms' help us gain extra home life and personal information about them.

We receive information from previous settings and from other Health Care professionals such as speech and language therapists.

Each child is assigned a key person to form a close bond with both the parents and the children. To support each child a variety of ways of sharing information about the child's needs and development is available.

Individual child observations are always ongoing to track each child's progress. In some cases this identifies areas that need extra support. These observations will be discussed with the Preschool's SENCOs and if your child's key person has identified a possible individual need, this will be discussed with you and planned with you to support your child in the best possible way.

If you have any concerns about the progress or attainment of your child please feel welcome to talk to your child's key person who will then liaise with the setting SENCOs, if appropriate.

### **2. How our setting supports young children with SEND.**

When enrolling at Duxford Preschool, you will be invited to have some taster sessions to help settle your child. This consists of a range of ways such as coming along with your child a few times, leaving your child with us for an hour or even for a half day. This is part of our settling in policy and procedures. We understand this is a very hard and emotional transition and we will try our best to make it as easy as possible for both the child and the parents. At the taster sessions you will also get the chance to talk to your child's key person and SENCO if you have any worries or concerns.

When starting you will be asked to fill out a few 'Getting to know you' sheets so that we gather more information about your child to help them settle in as quickly as possible.

We always work alongside our parents to support each child.

Both your child's key person and the settings SENCOs will be available to talk to you and explain how your child's individual needs can be met by planning support.

Your child's key person and the SENCOs will together identify individual needs and plan appropriate next steps, accessing additional support from other professionals where necessary.

We will work in partnership with you, reviewing your child's targets and planning new ones together.

We have an open door policy for all concerns of parents and carers.

### **3. How Duxford Preschool creates learning and development opportunities for individual children with SEND.**

All our practitioners are provided with all the information needed on individual pupils so that we can plan for each child to ensure their progress.

Duxford Preschool's SENCOs will monitor and assess the children's progress within the setting and will help all the practitioners to ensure next steps are completed.

We identify the specific needs of children with SEND and meet those needs through a range of strategies such as; 'now and next' boards are used alongside Makaton and visual aids.

### **4. How Duxford Preschool works in partnership with parents/carers.**

We are a very welcoming and happy Preschool and we always try our best to create a strong relationship with all our parents.

We designate members of staff to be Special Educational Needs Co-ordinators (SENCO) and will give their names to each parent.

Throughout the week you will have an opportunity to talk to your child's key person at the beginning and the end of sessions, we also encourage that if you have any worries we can arrange a meeting with both your child's key person and the settings SENCOs.

We ensure that parents are informed at all stages of the assessments, planning, provision and review of their children's education.

We consult with both the children and their parents in planning and decision making about all aspects of their SEND. We have adopted a person-centred approach within a family context, ensuring the involvement of parents and children.

We provide parents with information on sources of independent advice and support.

### **5. How our setting supports the wellbeing of young children with SEND.**

We include all children in our provision and make sure that all the children are receiving praise and support.

We ensure that our physical environment is as far as possible suitable for children with disabilities and make reasonable adjustments when necessary.

We provide a broad and balanced curriculum for all children.

We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We ensure that all children are entitled to an education that enables them to achieve the best possible outcomes as well as other outcomes and to become confident young children, with a growing ability to communicate their own views and ready to make the transition to compulsory education.

## **6. Staff Training and experience in supporting young children with SEND.**

We work in partnership with parents and other agencies in meeting individual children's needs.

We provide in-service training for practitioners and volunteers.

We raise awareness of any specialism the setting has to offer such as Makaton. We are aware of training organisations to promote the awareness of SEND and will use them when appropriate.

We have 3 qualified SENCOs within the setting

We have 2 qualified ENCOs in our setting

Our staff have also been trained to a high standard of Safeguarding and Child Protection and Paediatric First Aid

## **7. Specialist services and expertise accessed by our setting.**

We access many services such as the Area SENCO, SENCO Refresher networks, local Health Visitors, Speech and Language therapists and children's centres as well as partnership working with Duxford Primary School's SENCO.

We also access local amenities and resources such as an allotment plot and Forest School, to allow the children to visit new surroundings and experience different activities. We have 4 qualified Forest School practitioners, 3 of whom are also SENCO qualified

Specialist Teachers visit on a regular basis.

## **8. How Duxford Preschool includes young children with SEND in community based activities and outings.**

All trips will be planned to include all our children. We will include both the setting SENCOs and the child's parents when planning the trip to ensure that all the needs of the child are identified.

A risk assessment will be drawn up and carried out prior to the trip.

We will also take along any resources or medication that the child needs.

We also have an allotment plot which all children are able to access

### **9. Our accessible environment.**

Duxford Preschool is fully wheelchair accessible, we provide ramps and a one level garden

We have accessible toilets and changing area and a disabled toilet

Signs and posters around the setting are used with pictures helping both children and parents whose first language is not English understand.

We provide multi-sensory activities as part of our planning. We are always locating new resources and trying out new activities and ideas.

### **10. How our setting prepares and supports young children with SEND when joining us and when transferring to another setting or school.**

We have an induction programme in place for welcoming all new learners to our setting.

We have good relationships with other local Preschool settings and the schools around us, so information is always shared. We continue to share information when each child leaves us with transition documents, to give details of their learning.

### **11. How Duxford Preschool organises its resources to meet the needs of young children with SEND.**

As a setting we have a budget to train our practitioners.

We also have a budget to keep all our resources updated regularly.

Resources can also be accessed through our Area SENCO and neighbouring Primary School.

We have 3 practitioners trained to achieve a SENCO qualification

### **12. How we decide on appropriate support for young children with SEND.**

Through observing your child alongside the EYFS ages and stages of development, and in discussion with you, the key person and the SENCOs will identify areas that need support.

Ongoing partnership with you and other professionals will be involved. Together we can make sure that your child will gain the best support and progress as well as possible.

Information shared from health care professionals, who are working with your child will be used to plan support within the setting.

### **13. How we involve all parents/carers in our setting.**

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.

We offer inductions for both yourselves and your child to meet the staff and see the setting.

All parents are always welcome to come and visit the setting to share activities with the children.

We invite parents/carers to visit as a Mystery Reader or to volunteer as a helper in any way they choose

We give frequent information through Tapestry, newsletters, our website and our emails to you all.

### **14. Who to contact for further information.**

The first person we encourage you to talk to is to your child's key person who can help you to decide what extra action needs taking. Your child's key person will share this information with our SENCOs and together they will meet you to discuss further action.

Duxford Preschool's Manager Pippa Eccleston can be contacted on [manager@duxfordpreschool.org.uk](mailto:manager@duxfordpreschool.org.uk)

Duxford Preschool's SENCOs are:

Carrie Darlington ( Deputy Manager )

Gail Farr ( Preschool assistant ) and

Heather Nedzynski ( Forest School Leader )