

# SEND LOCAL OFFER

ROXWELL PRE-SCHOOL, ROXWELL, CHELMSFORD, CM1 4PA.

Our Local Offer for children with special educational needs and disabilities.

The reason and purpose of a local offer is to enable parents and carers to see clearly what services are available for children with SEND in their area and how to access them. The following questions and answers forms our group's local offer and shows how we as a group provide and cater for children with special educational needs and disabilities.

## **Q. HOW DOES ROXWELL PRE-SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT OUR PARENTS/CARERS SHOULD DO IF THEY THINK THEIR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS OR/AND DISABILITIES?**

All children at Roxwell Pre-school are treated as special little individuals and the children are the sole reason for everything we do. We work a keyworker system in which the child chooses their keyworker over a period of a fortnight. Most children show a preference for a certain staff member and we acknowledge this fact by letting each individual child choose his or her keyworker. This process forms the basis of a sensitive, trusting and unique bond between child and carer. April, the group's manager is the first port of call and will liaise with you every step of the way until your child has chosen their keyworker. April and her staff pride themselves on forming and developing trusting and sensitive relationships with both children and parents/carers to enable respectful and confidential sharing of information. Any concerns about your child can be discussed from the onset with April on a daily basis before or after session times or your child's keyworker.

Staff are familiar with working with outside agencies/professionals and parents/carers. We welcome any written reports from other professionals such as health visitor, specialist teacher, speech and language therapists, educational psychologists, occupational therapists etc, in order to identify your child's individual needs from the onset. It is the sharing of these reports, chats with you and observations by us and holding Team around the Child meetings (TAC Meetings) that help us to plan appropriately to meet these needs.

At Roxwell Pre-school we provide high staff ratios and regularly observe, assess and monitor individual needs, progress and development. This informs our planning and curriculum provision. All of these processes will be discussed with you, the parents/carers of the child on a regular basis and on an as and when needs are spotted or identified. 2 years old checks are carried out within 2 weeks of your child starting the pre-school and these help us to identify initial concerns and the foundation for early intervention. Identification of needs will be shared with other professionals/agencies when permission is given by you the parents/carers. All planning will be discussed with you and with your support we will, together, plan your child's development and learning.

### **Q. HOW WILL ROXWELL PRE-SCHOOL SUPPORT MY CHILD?**

Before starting Roxwell Pre-school we will arrange for you and your child to come along to witness and be part of a typical session which will allow you and your child to meet the children, the 4 staff members and be aware of the settings routines, group rules/boundaries, ask questions and this allows us to build a picture and gain information about your child.

We will ask you to complete an 'All About Me' profile about your child and help you fill in all sections. This will be the first document in your child's learning journey and it will provide us with evidence as to where your child best fits developmentally as well as your child's strengths/needs and any requirements they may have.

April, our manager will explain how your child's needs will be met and catered for through the graduated approach, this is a single stage known as SEN support, in which earlier decisions and actions are revisited, refined and revised in light of a growing understanding of the child's needs and of what supports the child to make good progress, this is called a 'Personalised Plan through Provision mapping'. April will be involved with your child and will invite our Inclusion Officer, with your permission primarily to discuss our graduated approach to your child and offer advice.

Targets for your child will be set with your child's keyworker and with your input. These are not set in stone and can be adapted accordingly. All personalised plans are kept in your child's learning journey and can be accessed and added to/commented on by yourselves at any time.

Planning of your child's next steps will be collated through your child's learning style, their interests and their stage of development by all involved with your child.

As your child learns and develops we will share with you strategies we have used to enable your child to progress and achieve their targets/goals.

### **Q. HOW WILL ROXWELL PRE-SCHOOL CREATE LEARNING AND DEVELOPMENT OPPORTUNITIES FOR YOUR CHILD?**

We are flexible on integrating your child into our environment and will liaise with other agencies/professionals involved and yourselves before your child's start date if need be.

The Manager and Inclusion Officer/keyworker will gather observations and play assessments relating to the foundation stage initially to help us plan for the need of your child and adapt the learning environment/goals accordingly making sure they are achievable and challenging.

The Manager will invite the Inclusion Officer, with your permission to come and visit, observe and advise us as to the best route for your child and what is available to us and your child.

All staff will be aware of strategies and goals/targets to ensure continuity, understanding and consistency. The Personalised Plan, developmental progress chart and observations will be evaluated and discussed with staff to ensure your child's needs are being met and progress is being made.

## **Q. WHAT EXPERIENCE AND TRAINING DO OUR STAFF HAVE IN SUPPORTING YOUR CHILD WITH SEND?**

3 staff at Roxwell Pre-school are first aid trained and qualified.

- Staff are either level 2 or 3 qualified in Safeguarding Children.
- Our group has 2 qualified Senco's who regularly update their training and knowledge.
- Staff are Autism trained as well as gaining and being presented with the bronze autism award and the refresher training
- 2 staff are Makaton trained and our children are familiar with some signs.
- 2 staff are epi-pen trained by a qualified nurse.

Our Manager, April has attended TAC meetings and written many reports and personalised plans for children with SEND as well as working closely with a variety of other professionals visiting our setting. Several staff have completed Speech and Language training courses and our Manager is the group's qualified Behaviourist. Our group have a vast array of trainings and certificates between them which we share and feedback to each other at designated meetings ensuring new knowledge is shared and learnt by the whole staff team. All certificates are kept in a training file on the premises and can be viewed at any time by you.

## **Q. IS ROXWELL PRE-SCHOOL AN ACCESSIBLE ENVIROMENT?**

We work from a large hall with one main room which is flat and has an integrated side annex. Our outside area is a large flat, mostly grassed enclosed area which is accessed via large double doors and a ramp.

- A visual timetable and a 'look what we get up to' file both full with photographs which speak for themselves and are accessible to all on a daily basis, these help children and adults identify with our environment independently.
- Several families with English as an additional language would be willing to translate as they live in the village or we can access an outside interpreter if needed. In the past we have created language key rings with key words for the child to carry or access to help them be understood, it also helped them approach their peers and staff as well as giving them a sense of belonging to our group.
- Posters and signs around the setting help to direct the children and adults in many of our activities and routines.
- Roxwell Pre-school has an accessible toilet and changing area as well as a ramp at the rear entrance.
- Wide varieties of multi-sensory toys are accessible on a daily basis and are included in the planning.
- As a charity run Pre-school we therefore have limited funds but we will do everything in our power and capabilities to seek out suitable equipment or adapt equipment and facilities to support children with special educational needs. We have on occasion accessed and been granted additional funding to meet the needs of children in our care.

- Policies are adapted and reviewed on a regular basis and are displayed on the Parent's Noticeboard and available to view in the policies file and on our website.

### **Q. HOW DOES ROXWELL PRE-SCHOOL WORK TO ENSURE A STRONG PARTNERSHIP WITH PARENTS?**

We are a very happy, fun-loving and welcoming team who strive to have strong, trustworthy relationships with all our families.

- Hold regular meetings with parents/carers both at night and during the day to discuss for example, the 2 year old Progress Check review, discussion of your child's next steps and their progress developmentally in conjunction with the Early Years Foundation Stage Goals.
- Hold 2 formal Parent's Evenings with allocated time slots to allow 1:1 chats with regards your child's progress, needs and their holistic experience of our group.
- We hold parents/carers coffee mornings/evenings as well as whole group meetings to ensure you all have a regular voice, input, share your ideas and be part of decision making as it arises.
- An open door policy is in place and if needed time will be given before or after the session to chat on a daily basis.
- Regular communications with all parents/carers are through Newsletters, our website, text messaging, emails, parent's noticeboard and face to face.
- Your child's Learning Journeys are sent home on a half termly basis for you to share with all family members, add to, learn from and further support your child's learning.
- We are a committee run Pre-school which is made up of parent/carers of children attending our group. We are strong believers in team spirit and have achieved great things with the support of parents/carers.

### **Q. HOW DOES ROXWELL SCHOOL SUPPORT THE WELL-BEING OF MY CHILD?**

All our staff are CRB checked, qualified, knowledgeable, experienced and friendly mothers who have been in childcare for a minimum of 5 years.

- All staff understands the need for flexibility, are good role models and are experienced in dealing with personal care.
- Three out the four staff are qualified first aiders and April and Victoria are the group's safeguarding co-ordinators and are both level 3 qualified in this area.

**We are familiar with personal health care plans and staff will be trained in giving appropriate medication for your child if needed. If regularly prescribed medication is required for your child you will be required to complete and sign a medication form as well as being informed of the administration of the medicine and asked to sign this off on a daily basis.**

- Activities will be adapted/tweaked to ensure your child is able to interact fully with the environment.

- All staff use visual signs as well as words and our visual timetable is accessible on a daily basis.
- We have 2 quiet areas at Roxwell Pre-school with cushions, beds, an egg chair and books in order for your child to have a retreat if they are tired or just need some quiet time.

● **Q. WHAT SPECIALIST SERVICES AND EXPERTISE ARE ACCESSED AT ROXWELL PRE-SCHOOL?**

- All staff have a good, sound knowledge and understanding of working with the under 5's and of child development.
- All children in our care make good progress within our setting and are happy and well cared for during their time with us.
- Good links with the village primary school and we liaise with those schools further afield to ensure a good, smooth transition is achieved.
- We have a link with the Children's Centre and can access additional help and support when needed.
- Work alongside the specialist services involved with your child and they visit the pre-school when needed to observe, discuss and work with us in your child's development and needs.

***We have worked with specialist teachers, educational psychologists, occupational therapists, inclusion officers, health visitors and family keyworkers.***

***All staff have accessed and attended specific training on Autism, developmental delay, ADHD, Behaviour management, Speech and language, Enco training and lots more. Please ask to see our training file.***

**Q. HOW WILL ROXWELL PRE-SCHOOL INCLUDE YOUR CHILD IN COMMUNITY BASED ACTIVITIES AND OUTINGS/TRIPS?**

- All outings/trips/walks and visits will be risk assessed prior to the excursion and shared with you.
- All visits out with the setting would be planned in order to include all our children and parents/carers are invited to be involved if need be.
- All equipment and medication will be taken on our visits as needed.

**Q. HOW WILL ROXWELL PRE-SCHOOL PREPARE AND SUPPORT YOUR CHILD WHEN JOINING OUR SETTING AND TRANSFERRING TO ANOTHER SETTING OR SCHOOL?**

We invite you and your child to come along to one or more introductory sessions prior to your child's start date. During these sessions you will have the opportunity to discuss any requirements and needs your child has. These sessions also give us the opportunity to get to know you and your family and share all information you have on your child's needs and the involvement/reports of other agencies thus agreeing together on a consistent approach to your child which creates continuity of care for your child.

A flexible settling in programme at Roxwell Pre-school is used and we liaise/work with the Primary Schools to accommodate a graduated transition if need be. We also offer on-going support for both you and your child when attending school in the early stages.

Support staff from the school will be organised to visit our group weekly/daily and work with your child in his/hers familiar environment to enable a bond and first-hand knowledge to be gained before the transition to school starts full time.

Sharing, discussing and handing over your child's Learning Journey with the other setting or school in order for them to be aware and prepare in advance for your child's needs and strengths.

Visiting our village school with the children and they visit us at Pre-school on a half termly basis.

Photo albums of the new school environment are available to share with your child as well as dressing up school uniforms and school bags.

The school teacher is invited to our parent's evening and you will be given designated time to chat with him/her about your child.

We have a great reputation within our local community and with outside professionals/teachers. We have written testimonials from the Children's Centre, the Primary School, the Specialist Teacher and Our Area Senco as well as from Parents/carers which you are welcome to view.

**Q. HOW DOES ROXWELL PRE-SCHOOL ORGANISE AND ALLOCATE ITS RESOURCES TO MEET THE NEEDS OF CHILDREN WITH SEND?**

- At Roxwell Pre-school we have great facilities and equipment which are added to frequently.
- Access and apply for inclusion funding through Essex County Council.

- We have a very helpful and advisory Inclusion Officer for our area.
- If need be we have fundraised as a group for specific equipment and this has been very successful.

**Q. HOW DOES ROXWELL PRE-SCHOOL DECIDE ON APPROPRIATE SUPPORT FOR YOUR CHILD?**

- > At Roxwell Pre-school the emphasis is on meeting the children's needs by ensuring their individual needs are met appropriately in order for them to achieve.
- > Enhanced provision will be put in place if needed.
- > Through discussions with you and observations from us linked to the EYFS we will identify what support is needed.
- > Through TAC meetings, decisions and planned targets will be reviewed and discussed to ensure your child makes progress. We work as a team and we will discuss how you can support your child at home. We will regularly observe your child to track their progress too. All staff meet regularly and your child's needs and strengths will be known to them all and how to support these within the setting.
- > All outside support and advice will be accessed with your permission and on a when and need be basis.

**Q. HOW ARE PARENTS/CARERS INVOLVED IN ROXWELL PRE-SCHOOL?**

- Open door policy which allows you to speak with the manager/key person before and after each session.
- At Roxwell Pre-school we have an email address, website and phone number which allows parents/carers to speak to/contact our manager April Little with any concerns or information they wish to share.

EMAIL ADDRESS: [info@roxwellpreschool.co.uk](mailto:info@roxwellpreschool.co.uk)

PHONE NUMBER: 07719969245

WEBSITE: [www.roxwellpreschool.co.uk](http://www.roxwellpreschool.co.uk)

We hold formal parents evenings, 1:1 session chats, parent's meetings during the session, coffee mornings and give out questionnaires to get everyone's feedback.

We welcome support/help for fundraising events and new additions/replacements to our committee.

We welcome parents/carers into the session to share their talents and time with the children i.e. Professions, musicality, cooking, reading and craft activities.

We have erecting/building of new equipment days especially for the outdoor environment.

All parents/carers are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting as well as reviewing progress towards these targets.

**Q. WHO CAN YOU CONTACT FOR FURTHER INFORMATION?**

- April our manager and your key person are available each session your child attends.
- They can offer advice on other professionals that we can access, with your permission to discuss your child's needs.
- The local Children's Centre can help you at home and in the setting with all aspects of getting the help and support you need.
- We have many strategies we can share with you to cope with your child's needs and behaviour, please speak to April our group's behaviourist.