

Roman River Preschool Local Offer for children with Special Educational Needs and Disabilities (SEND)

Our vision statement

“We celebrate, respect and value every individual, embracing their diversity and supporting them to learn, grow and achieve. Being inclusive helps us grow, and ensures that everybody matters and everybody belongs at Roman River Preschool.”

As a team, we all strive to achieve our vision through our practice. We continually observe all children attending our setting to identify and support all children’s individual needs, interests and well-being. Through these observations we monitor each child’s progress and stage of learning and development linked to the development matters from the current EYFS curriculum. Through careful planning and quality teaching by experienced, motivated staff we promote their learning and development through play, our daily routines, activities and experiences so they can all progress through the curriculum, learn, grow, achieve and enjoy being an active member of our preschool. We are aware that some children in our setting will have special educational needs and/or disabilities (known as SEND) and need extra support and we are quick to identify this through our observations, development monitoring and interactions with parents/carers upon entry to preschool and throughout their time with us.

Joining our setting

When a child first starts at preschool we sit down with the parent/carer in the setting and share information about our setting and their child, verbally and in written form. This provides us with vital information about the child: who they are, what stage of development they are at, their needs (including toileting, dietary and health care), strengths, interests and previous experiences, to enable us to deliver the best care and education for them as an individual. We encourage parents/carers to share any specialist health care, medical needs, dietary requirements, allergies, disabilities and support strategies used at home and in previous settings so they can be accommodated into our practice. Staff will explain and support parents/carers to fill in any relevant and required paperwork regarding specialised needs and additional support. All staff are First Aid trained and able to administer prescribed medication as directed. As a setting we have a sound combined knowledge and experience of caring for children with common conditions such as asthma, eczema, food intolerances and allergies and a variety of Special Educational Needs and Disabilities. A child’s specialised needs may require a specific risk assessment, which will be done with the parent/carer at induction or as necessary. We offer an introductory settling in session for all children starting at our preschool and further sessions and arrangements are agreed upon with the parent/carer depending on the child’s needs with regards to settling in.

How we support children to learn, grow and achieve

We recognise that learning happens in many different ways and in many different situations and our planning and practice reflects this. We provide a range of structured and supported activities as well as a range of free, creative and exploratory play experiences, planned and provided to follow children's interests, build on their strengths and ensure a balanced curriculum. With help from parent/carer volunteers to ensure safe adult-child ratios and supervision, we organise visits to the local park, school and other local areas of interest thereby involving the children in the wider community. We welcome visitors to share objects, pets, skills, information about their professions, interests and experiences with the children, under our supervision. All these learning opportunities are differentiated (tailored) for individual children and their levels of abilities, age and stage of development and preferred style of learning to ensure every child, including those with SEND, has access to all areas of the curriculum, can actively participate in the setting and wider community, and therefore learn, grow and achieve.

Our team are dedicated to maximising children's learning potentials through quality interactions that stimulate children's curiosity and encourage creativity, problem solving and independent thought. To aid these interactions for all children, we use some simple Makaton signs, gestures and visual resources including sand timers, photos, pictures and symbols of rules, routines and expectations throughout the setting.

Where any SEND are identified, our Special Educational Needs Co-ordinator (SENCo) works together with you and your child and their keyworker to create a personal development plan, starting with a One Page Profile which captures your child's strengths, likes and dislikes, interests and favourite activities.

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We follow the centred-person approach.

This involves a cycle of **ASSESS** ~ assessing needs and next steps (small, realistic, achievable goals which can be met and celebrated), **PLAN** ~ planning how next steps will be achieved (through planned activities and strategies), **DO** ~ putting plans into action to achieve outcomes, and **REVIEW** ~ reviewing and reflecting on how your child is doing and then we **ASSESS** again, **PLAN** and so on.

In addition to formal reviews we feedback to parents and carers on a daily basis, and recognise and celebrate even the smallest of achievements.

Key person

Every child who attends Roman River Preschool has a key person who builds and maintains a caring, secure relationship with that child and a strong partnership with that child's parents/carers, working together to share their achievements, interests and monitor and promote their learning and development. If a parent/carer feels their child needs extra support or has a particular need, disability or difficulty this can be confidentially shared with the child's key person, who will work with them to ensure the best way to provide this support. If this support involves or requires the involvement of other health and educational professionals (for example health visitor, paediatrician, speech and language therapist, specialist teacher, area SENCo, other local authority support services, children's centres etc.) with the parent/carer's permission, we will contact and liaise with these professionals to provide the best integrated support for the child.

Key persons maintain regular contact with parents/carers through daily interactions, and if requested by email through the manager. We are always contactable throughout the session by phone. We photograph and document children's learning experiences and achievements and share these with parents through Tapestry, which parents/carers can access. Parents/carers are encouraged to play an active part in their child's learning journey.

Key persons regularly share children's development progress with parents/carers, and work with parents/carers and any other settings children may attend to develop next steps to promote their learning and development and giving suggestions on how to support this at home. If at any point a child is not progressing as expected for their age and stage of development this will be discussed with the parent/carer to identify any underlying causes or needs and if there is any extra support we can provide within the setting. If we and/or the parents/carers feel they may need extra support from other health and educational professionals, our SENCo can facilitate this with the parent/carer's permission.

SENCo

We have a designated, trained Special Educational Needs Co-ordinator (SENCo) in our team who will support parents/carers, key persons and staff in identifying and meeting any children's extra needs or providing extra support. Our SENCo will record and respond to any parent/carer and staff concerns about any child's learning, development and well-being within the setting that may require extra support. Through a person centred, graduated approach, they will assess, plan, do and review any extra support needed and provided on a continuous cycle, focused on shared outcomes for the child. They will ensure parent/carer's

consent is obtained if the child's needs require discussion or support from outside agencies and other health and educational professionals. Any decisions made about how best to support a child in our setting will always be discussed with the parent/carer to maintain a strong partnership between us that will enable the best possible integrated support for the child.

Accessible environment

We have an Equality Named Co-ordinator (ENCO) who works with the SENCo and manager to ensure our setting continues on the journey to inclusion. They complete an annual access audit to ensure we maintain an accessible environment for everyone. Our ENCO ensures families' home and additional languages are supported in the setting, through displaying and using agreed/shared keywords in the setting, celebrating different cultures traditions and promoting and celebrating our differences and similarities.

We operate in the local village hall, setting up and packing away each day, so we have daily flexibility to organise how furniture, equipment and activities are laid out in the available space to meet any specialised needs, whilst ensuring continuity for children. We are all on one level so have good access for wheelchairs, both indoors and outdoors, and we continually review access arrangements to ensure inclusion for all. There is a hearing induction loop available for use within the hall. We also have an accessible toilet.

We complete thorough risk assessments for the environment, equipment, resources, outings and particular activities and make appropriate adaptations to the environment, equipment, supervision or our practice to ensure everyone's health and safety at all times. These are regularly reviewed.

Providing extra support within the setting

If together we have identified that a child has SEND and needs extra support this will be provided as necessary for the individual child and family and may include:

- Further and continual observation
- Joint personalised planning with parents/carers, key person, SENCo and any other outside professionals involved, in which strategies can be shared, decided upon and put into practice in the setting and at home
- Reports/summaries of our observations and knowledge of the child and their needs/stage of development for parents/carers, our SENCo and other outside agencies and professionals, co-ordinated by our SENCo with your permission
- Advice on how the child can be supported at home
- Finding and directing parents/carers to other appropriate channels of support that they can access
- Obtaining and/or creating specialist resources for particular children

- Making appropriate changes to our routine, environment and activities to ensure the child can participate in all learning and play opportunities
- Regularly reviewing any plans and strategies used for the child and their effectiveness in partnership with parents/carers
- Investigating any financial support that may be available to the parent/carer and child and share these findings (For example, SEND personal allowance and 2-year-old funding)
- Completing additional risk assessments to ensure the child's health, safety and well-being
- Enhanced adult support where necessary
- Referring children to speech and language therapy

Our visual and communication strategies

We use a variety of visual strategies throughout the setting to ensure all children, in particular those with SEND, can participate and contribute their views in our daily routines, interactions, activities and planning.

- We have picture/photo signs labelling key areas around the setting which include images of Makaton signs to support the use of Makaton throughout the setting.
- We have a visual routine board.
- We have photo signs for our golden rules (depicting expected behaviour).
- We use sand timers to support children with routine transitions, sharing and turn taking
- We have a "First-then" board to support children in understanding what is happening next or what they are expected to do.
- We have symbol key rings that a child can access to help them communicate with staff.

We promote positive behaviour to all children at all times in our setting and have found using the above strategies effective, particularly for SEND children, although we continually reflect on our practice to ensure our strategies, rules, boundaries, expectations of children and responses to behaviour are appropriate, consistent, of value and meet the children's needs. All children test their boundaries but we are very aware that behaviour is purposeful and a way that children communicate their needs and feelings, especially those with SEND who may have difficulty in communicating using language.

Transitions

All children are supported in their transition from and to other settings, in particular to school, by sharing records with parental consent, including their learning journey and any personalised plans for children with SEND, and any effective strategies we have put in place for children with SEND. Teachers and practitioners from these other settings and schools

are welcome to visit the children in our setting and we take the children over to the local school for visits leading up to their school transition. We are happy to visit the child in a previous setting if needed to help with the child's transition to us.

Our Staff

We are a small team of dedicated child care professionals with varying levels of qualifications in child care and education, who are all thoroughly and continually vetted and deemed safe and able to work with children. We are all trained in First Aid and safeguarding and have good knowledge of children's learning and development. Records are kept of all staff training and qualifications on the premises. Staff are offered opportunities to regularly update their training and give feedback to the team at staff meetings. Through reflective practice, regular supervisory meetings, annual appraisals and open team discussions at staff meetings and within the setting, we combine and build on our skills, knowledge, ideas and experiences, enabling us to work together and support each other effectively as a team and identify any individual and group training needs.

How we involve parents/carers in our setting

Our setting is a committee managed preschool. The committee is formed from parent/carer volunteers therefore ensuring parents/carers are at the heart of the preschool, working together with practitioners to ensuring effective management and operation of the preschool. The committee, alongside the manager, has decision making power for employment, budgeting, purchasing resources, funding training and all other matters relating to the management and operation of our preschool. Decisions, ideas and matters arising are all discussed in regular committee meetings. Our committee organises events throughout the year to raise funds to obtain and maintain our woodland area, equipment and resources, which would include any specialised resources for SEND children. We actively welcome new parents/carers to our committee and to get involved with committee events to support the preschool.

Contacts

Please feel free to contact us if you would like any further information about our setting and how we may be able to support you and your child at our preschool.

Roman River Preschool

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