



Pickles Pre-School

The Community Room, Cherry Tree Primary School,
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www.picklespreschool.co.uk

Pickles Pre-School is committed to supporting each individual child. We work in partnership with parents and carers so a child receives the care and provisions they need. If a child has Special Educational Needs (SEN) then a special educational provision may be required. In this case, parents will be informed and involved in the graduated approach of the four stages of action: assess, plan, do and review.

[Pickles Pre-School - Special Educational Needs & Disabilities \(SEND\) – Early Years Local Offer.](#)

What is the Local Offer?

The Children and Families Bill (2013) outlines the government's plans requirements that Local Authorities publish information on services and provision across education, health and social care for children and young people aged 0 – 25 year with special educational needs and disabilities (SEND). The purpose of a Local Offer is to enable parents and carers to easily find information on services available for children with SEND in their area and details how to access them. The process extends to Early Years settings and the information below forms our Pickles Pre-School Local Offer and shows how we support children with special educational needs and disabilities.

1. How does Pickles Pre-School know if children need extra help?

All children:

- are treated as individuals with their own interests and preferences.
- are encouraged to learn and flourish at their own speed by learning through play.
- assigned a Key Worker who will plan activities to meet the child's needs within the setting and
- have a Key Worker who will support their parents/Carers to understand the child's needs in order to enhance their development at home. The Key Worker is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- are assigned a back-up Key Worker, which we term a Buddy, so the child and the parents have a contact in the absence of the child's Key Worker.
- are observed during their First 4 sessions at the setting and their "Start Point" is determined according to the prime areas of the Development Matters ages and stages of development.
- as according to the Early Years Foundation Stage (EYFS) (2014) children will enjoy an exceptional education program that involves activities in 7 areas. A child will be observed, monitored and measured according to their age and stage of development in these 7 area continuously.
- are discussed at our regular staff meetings so to share observations, opinions and give advice/support to other staff members.
- are tracked each term according to the Development Matters ages and stages of development to determine their development from one term to the next to determine their achievements, gaps or concerns.
- we have excellent communication amongst the staff and share information regarding

the children on a daily basis.

Some children may:

- are supported by the setting Special Educational Needs Co-ordinator (SENCo) – Dawn Haigh.
- have additional partnerships with other professionals to identify and support individual needs, such as those from health care professionals, health visitors, speech and language therapists, occupational health therapists, paediatricians.

A few children may:

- have been referred to a 'Family Support Worker' at your local Children's Centre.
- have been referred to Herts Integrated Services for Learning (ISL), which includes: Communication Disorders Team, Early Years SEND Team, Educational Psychologists, Sensory/ Physical Needs Team.

2. How will Pickles Pre-School staff support my child?

All children:

- Parents/Carers accompany their child to a “Spend the Morning” session, which is a few days before the child’s official start date at the setting. The Spend the Morning session is a chance for the Owner of the setting to go through the Parent Pack, Parental Involvement Policy and the Early Years Foundation Stage Framework (EYFS 2104) with the parent/Carer. It also provides the opportunity for the Parent/Carer to complete an “All about Me” questions which highlights the likes, interests, favourite toys and preferences of the child. There is also an Early Years Outcomes summary sheet that provides the Key Worker with an indication of the child’s age/stage of development. Additionally the Spend the Morning Session give the Parent/Carer and the child to meet our Manager, Deputy Manager and our SENCo.
- are supported in a carefully planned, inclusive environment with qualified, dedicated enthusiastic and experienced staff.
- are regularly assessed and planned activities are matched to their interests, abilities and Next Steps.

Some children may:

- have been assessed using an 'Individual Assessment of Early Learning and Development' (IAELD)
- have an 'Individual Education Plan' (IEP). We will work in partnership with parent/carers so to review the IEP targets, plan new targets together and give Parent/Carer ideas (through our “Sharing Sheets”) on how to continue and further your child’s learning and development at home.

A few children may:

- be referred to a Family Support Worker.
- be referred to the ISL team to engage outside professionals.
- receive 'High Needs Funding' to support specific needs.

3. How will I know how my child is doing?

All children:

- are tracked according to the Development Matters ages and stages of development and their process monitored according to their “Starting Point” and compared term by term.
- Parents Evening Meetings happen twice a year when Parent/Carers can discuss the child’s learning, development, interests and achievements with their Child’s Key Worker.
- have a Learning Journal, which is compiled by their Key Worker and is regularly shared with Parent/Carers. These contain observations, “Next Steps” and photographs of your child’s progress and development.
- Parent/Carers are encouraged into the settings classroom at drop off and collection times when parents/carers can share news, information and any concerns with their child’s Key Worker (or any staff member) and vice versa. Should you need a more private meeting this can be arranged at a suitable time.
- we invite parent/carers to go on the “Parent Rota” and join in their child’s learning and see our planning and the structure of our mornings for themselves.

Some children may:

- have a 2-year progress check.
- have more regular review meetings to discuss the progress towards a child’s IEP targets and how parents can support their child at home.

A few children may:

- have visits and additional reports from outside professionals who are working with the child.

4. How will the learning and development provision be matched to my child’s needs?

All children:

- work with well qualified and experienced staff who add their ideas into our planning so our activities meet the needs of the children.
- follow routines and take part in adult-led activities (Focused Activities) as well as Child-Led activities.
- can follow our visual timetable.
- there are signs and symbols around the classroom so to help children identify the toys and areas of play.
- work in purposeful, organised classroom environment that encourages independence.
- have access to high quality and stimulating resources and activities.
- make choices and engage in activities/experiences that are of interest to them and further their learning.
- have opportunities to celebrate their achievements and display their work.
- are taught basic 'Makaton' signing.

Some children may:

- have an IEP and staff will have regular meetings with parents/carers to discuss progress made and to set new targets.
- have specific resources to match their individual needs e.g. personal visual timetables, now and next boards, toys that develop certain skills.

A few children may:

- be working with outside professionals and having one to one support e.g. with speech therapists, physiotherapists. We will follow advice from other professionals.
- have specific aids provided or recommended by outside professionals.

In addition the Owner/Manager may seek additional training for staff, if appropriate, to meet specific needs of a child.

5. What support will there be for my child's overall wellbeing?

All children:

- we consider ourselves to be inclusive, creating a safe, secure and happy environment that is suitable for all children to flourish.
- we concentrate on promoting the children's Personal, Social and Emotional skills, building on what they can already do and creating challenges to build their confidence and self-esteem.
- we have "Golden Rules" at our setting of how we expect the children to behave.
- we encourage co-operative play between all the children and help them to understand, value and respect others opinions and ideas.
- work with practitioners who are welcoming and friendly, providing an inclusive, sensitive and positive atmosphere.
- work with a staff team who have completed a Safeguarding course recently.
- the Owner and the Manager are both Designated Safeguarding Officers.
- staff can administer medication with permission from the parents/carers.
- work with a staff team who all have a current Paediatric First Aid qualification and are all Food Hygiene trained.
- the snacks we offer each day at "healthy and nutritious".
- are encouraged to bring named water bottles to the setting each day and drink independently when they wish.
- staff have a Daily Sheet of risks to check before they open the setting and open the garden.
- accidents are audited each term and findings are fed into our regularly reviewed Risk Assessment, and made known to staff.
- our Policies and Procedures are reviewed regularly and the staff team are informed of all changes.
- staff and Volunteers are DBS checked.
- are valued for their strengths and achievements are celebrated by praise, stickers and the awarding of "Shining Star" certificates with the reason for their award being shared with Parent/Carers.
- work with practitioners who provide good role models for positive behaviour.
- have safe and quiet areas to retreat, inside and outside, if they are tired or need some quiet time to themselves.

- are encouraged to attend the sessions they have been allocated.
- have their dietary needs accounted for.

Some children may:

- if concerns arise we liaise with parents to agree the next steps such as; advice from outside agencies, completing additional small group work, analyse areas/situations that may be causing difficulties.
- have a personal health care plans and staff will be trained in giving the appropriate medication for a child if required.
- choose to have a nap during the morning.
- require personal care such as nappy changing. We work with parents when they are toilet training their children.

A few children may:

- have High Needs Funding and will have Additional Adult Support (AAS) i.e. one to one support.
- require a risk assessment and one could be put in place to support an individual child.

6. What specialist services and expertise are available at or accessed by Pickles Pre-School?

All children:

- are taught by well-qualified and experienced staff who are trained in Early Years. and child development and have experience working with the Early Years age group.
- the Owner of the setting is a member of the Local Children's Centre Advisory Group and attends their meetings regularly.
- parents can access courses within their local Children Centre, with whom we have very good links.
- staff attend training sessions run by Herts for Learning.
- The Hertfordshire Early Years Advisor visits our setting and offers advice.

Some children may:

- have specialist services involved with them who are encouraged to visit Pre-School and to observe your child in our setting.

A few children may:

- have visits from the Herts ISL Team. The team will support practitioners in meeting children's individual needs by observing individual children in their setting, suggesting ways to support individual needs, planning next steps with practitioners and parents and suggesting appropriate training.
- work with Family Support Workers from Children's Centres.
- have a 'Team Around the Family' (TAF) and attend meetings that engage a number of professionals.
- have been termed 'Children Looked After' and have a social worker and an individual 'Personalised Education Plan' (PEP).
- have a social worker and team to support their needs and are on the 'Child Protection Register'.

7. What training and/or experience do the staff, supporting children with special educational needs and disabilities, have?

All children:

- Our SENCO, Dawn Haigh, has 8 years experience in the role of a SENCO and 11 years experience as an Early Years Practitioner. She recently undertook the SENCO training again so to refresh her knowledge and understanding of the procedures and requirements of the sector.
- are taught by staff who hold Early Years qualifications which included SEN modules.
- all staff attend at least 1 full staff meetings a term, 2 INSET sessions a year and are recommended to attend 5 external training sessions a year.
- Staff have Supervision time with their Manager (who was once a SENCO) every 6-8 weeks when they can discuss their Key Children.
- Our SENCO attends regular SENCO Cluster network meetings so to keep up to date with the latest information and news.
- Two of our staff members have completed a 2-day Makaton Training Course and work to teach the other staff and the children the signs and symbols.

Some children may:

- take part in additional adult led sessions led by practitioners following personalised programmes of learning e.g. Mr Tongue.

A few children may:

- will be working with outside professionals who guide staff, regularly completing assessments and advising on 'what next'.

In addition the Manager will seek additional training for staff, if appropriate, to meet specific needs.

8. How will my child be included in activities outside the setting?

All children:

- are welcome to attend visits outside the setting. We have a Parent Consent Form for Outings that is completed before a child starts at the setting.
- information about a trip will be detailed in advance.
- An Outing – Planning and Enduring a Trip Form, will be completed before the trip takes place.
- can bring their parents/carers on our visit.

Some children may:

- would require additional planning to enable the visit to take place.
- would require special aids and medicines to be administered whilst on the visit.

A few children may:

- would require a risk assessment prior to the visit.

9. How will I be involved in discussions about and planning for my child's learning and development?

All parents/carers:

- have regular access to their child's Learning Journal. This contains observations, targets and photographs of your child's progress and development.
- are encouraged to contribute to each child's learning and development and we welcome the completion of our 'Moments from Home' sheets so to inform us of what you have been doing together.
- can inform staff about their child's interests and these ideas, which will be used to plan activities at the setting.
- can access extensive information on our website about ways they can support their child's development at home - www.picklespreschool.co.uk
- receive ½ termly newsletters and regular information about what is happening at the setting, our themes for learning, activities and initiatives/events we are organising to involve parents i.e. Sports Day, Teddy Bears Picnic, Cake Sales, Paper Airplane Days.
- receive 'Sharing Sheets' so they can continue and support their child's learning and development at home and feedback.
- children are given a Pickles Pre-School Library Bag. The children can choose their own book and take them home to enjoy with their Parent/Carer for as long as they wish.
- are invited to go on the "Parent Rota" and join in their child's learning and see our planning and the structure of our mornings for themselves.
- are asked to attend a Parents Evening Meeting with their child's Keyworker twice a year. They can discuss the child's learning, development, interests and achievements.

Some parents/carers may:

- have more regular meetings with staff e.g. if we were working on a behaviour management plan together.

A few parents/carers may:

- be involved in updating IEP targets.
- be involved in updating PEP targets.
- be involved in updating actions from TAF or Child Protection meetings.
- be involved in applications made for 'Education and Health Care Plans'.

10. How accessible is the building/environment?

All children:

- the Pre-School uses The Community Room at Cherry Tree School, a room that used to be a Reception Class Room and is specifically designed for young children.
- entrance to the cloakroom is via steps on one side and a slope on the other side into the cloakroom.
- the school is one level.
- have access to an enclosed garden playground that has no steps.
- have use of the School Hall for our Christmas Shows and the School's fenced Multi Use Games Area for our Sports Day.

- are in an attractive and purposeful setting, without being over crowded.
- toilets for the children are connected to the classroom. Wash basins for the children to wash their hands are in the classroom. Children are encouraged to go to the toilet and wash their hands independently. We have a small child's step for use with the toilet and wash basin.
- we have a kitchen and storage area that we use to prepare and store our snack for children. The area is gated off so the children do not have access.

Some children may:

- may need access to the nappy changing resources.
- have English as an additional language. We have members of staff who speak languages other than English. Moreover you can arrange to involve a family member who may speak English.

A few children may:

- need adaptations to existing resources/environment to ensure they can access them.

11. How will Pickles Pre-School prepare and support my child with transitions between home, settings and school?

All children:

- will have a Key Worker assigned to them before they start at the setting.
- have a Buddy (a back-up Key Worker) assigned to them before they start.
- have a "Spend the Morning" settling in session when their parents/carers stay with them, they meet their Keyworker, familiarise themselves with the setting and the structure of the morning.
- Parents will receive a Parent Pack with information, reminders, and details on the staff at the setting.
- ask parents of children in Pre-School to send in Family Photos from home that are displayed on our Family Photo Board. The board help children settle and is a talking point for family life.
- Staff from their future setting are encouraged to visit them at Pickles Pre-School and meet with their Key Worker and go through their Learning Journal and discuss their development and interests.
- children are supported as they visit the Nursery or their new Reception class and teachers.
- school transition box with uniforms, books, book bags etc enclosed. Transition Photo Board so the children can see who is moving with them to their next setting. A "Goodbye Song" for the children to sing to the child when it's their last day.
- School/nursery and moving on is the underlining theme for the Summer term with more adult-led structured learning, sitting and listening at Carpet Time.
- pass on assessments and records to next settings.

Some children may:

- follow a flexible settling in period to meet their requirements.
- have additional transition visits to their next setting.
- have staff from receiving schools visit more than once.
- have visits from the SENCOs of previous and next settings.

A few children may:

- have been offered a home visit.
- require a Communication Book so information/news etc can be shared between home and the setting.
- have personalised settling and transition programmes which involve outside agencies.
- be accompanied to next settings with a practitioner from Pickles Pre-School.

12 How will Pickles Pre-school resources be used to support children's special educational needs?

All children:

- Our staff, their experience and commitment to their role is the children's greatest learning resource.
- most of our equipment and toys are moveable and most of them can be made accessible.
- Our toys and equipment is age and stage appropriate.
- we are an inclusive setting.

Some children may:

- benefit from the resources/strategies we have in place to support children with a range of needs e.g. we have a visual timetables (using photographs and symbols) this may be used with speech and language delay or if English is a second language.
- We have a number of sensory resources and cause/effect toys.

A few children may:

- require specific equipment which we will seek to borrow for children with specific needs.

13 Who can I contact for further information about the early years offer in Pickles Pre-School?

If you wish to discuss your child's needs prior to starting you should contact the Pre-School Owner, Lynsey Pickles. Lynsey.preschool@gmail.com

You are welcome to discuss concerns or progress with your child's Key Worker or our SENCO at any time.

You can read our Policies and Procedures and find out more about our Pre-School at our website – www.picklespreschool.co.uk

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer