



SEND Information and contribution to The Local Offer

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

(SEND Code of Practice 2014)

St Joseph's Pre-school implements the Special Educational Needs and Disability Code of Practice (2014) operating a fully inclusive approach to admissions and entry to early years learning. We work closely with families and children who wish to join our pre-school community to minimise barriers and provide full participation through an inclusive learning environment where all children are valued and supported to achieve their individual best.

Below are some answers to questions which parents/carers might have about our local offer.

Who is responsible for SEND provision?

- The SENCO, Cathy Williamson is responsible for the implementation of the Special Educational Needs and Disability Policy and co-ordination of Additional Learning Needs provision within the setting.
- The named SEN Committee Member is
- If you would like to contact the SENCO please contact the pre-school office on 0117 9147173 or email stjoespreschool@blueyonder.co.uk
- If you have any concerns regarding SEND matters please do not hesitate to contact us.

What should I do if I think my child has special educational needs?

- Your child's key person is the initial point of contact for any concerns about your child.
- If you have further concerns you can also speak to Cathy the SENCO.

How accessible is the setting?

- Our setting is accessible to all, including those who use wheel chairs.
- We have disabled toilets and changing facilities.
- Careful consideration is given to the planning of learning to enable as much access as possible.
- We endeavour to have paper communications translated wherever possible.
- We undertake careful planning to ensure language support is available to as many children with English as an additional language as possible.
- We want all children to access curriculum opportunities off site, including trips. The Manager and Key person meets with the parents/carers of a child with specific needs to plan how to make adjustments to ensure accessibility. A risk assessment would be written with the parents/carers if necessary.

How do you identify if a child needs extra help with their learning?

- Through observations of children's learning and development which are recorded on our on-line record system where each child's individual learning stories are accessible to each child's parents.
- By continual monitoring of children's progress and more detailed assessment at key points through the year
- Liaison with parent/carers

Who will be working with my child and what are their roles?

Each child who attends our setting will be assigned a Key Person and a Secondary Key Person. Other people who may be involved with your child include our *SENCo, Managers, and/or a One to One Support Worker as necessary.*

When children are identified as having a special need, or there are concerns from staff and parents/carers around progress the Pre-school will involve specialists from outside agencies and seek further advice. These could include:

- Health visitors
- Community paediatricians
- Educational psychologists
- Clinic Speech therapists
- Children's centre speech therapists
- Physiotherapists
- Play therapists
- CAMHS -Child and Adolescence Mental Health Service
- Occupational therapists
- Multi-sensory Impairment teachers
- Voluntary organisations supporting specialist requirements.
- Portage/Inclusion workers linked to families
- Family support workers
- Vision support teachers
- Hearing support teachers
- Social care support

How will I be able to raise any concerns I may have regarding my child's development?

We welcome parental involvement in the setting at all times. There are also many specific opportunities when you can raise any concerns you may have, including:

- During your child's settling in period where you can discuss any concerns with your child's key person.
- Daily opportunities to talk to your child's key person if you have concerns.
- Parent Consultation Meetings
- During Termly Celebrating Learning Weeks
- At your child's 2 year Progress Check

What is the settings approach to supporting different children's needs and how will that help my child?

- All children are valued as individuals.
- The whole staff team is responsible for planning activities and experiences and all play and learning is based on building on what your child already knows, can do and can understand.
- The key person will continually assess your child's learning, plan to meet possible needs that they identify and support them to make the best possible progress.
- If a child should make limited progress their key person will raise concerns with both the child's parent and the Special Educational Needs Coordinator (SENCO). The key person will plan specific activities to support your child, whilst continuing to work with you as the parent/carer and the SENCO.
- Specific group/individual activities could be planned by the SENCO or other practitioners. For example, an adult playing alongside your child as your child plays using specific strategies, such as developing turn taking skills.
- Support from outside professionals could be sought. For example: an Early Years Portage and Inclusion Specialist, a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Paediatrician. Specific, targeted strategies which reflect the advice given from an appropriate professional can then be used. These strategies may be carried out in a 1:1 situation, playing alongside your child or in a planned small group.
- If your child has been supported as described above and has been identified as having a specific special educational need, we would discuss the development of a Support Plan (Non Statutory Education, Health and Care Plan) with you. The whole team supporting your child will be part of this.

What is an Individual Education Plan (IEP)?

- An IEP, Individual Education Plan, is drawn up with targets and clear interventions to support your child's needs and development. The IEP will focus on the areas of concern and outline what activities can support your child's development. Staff within the setting will work with your child to support progress towards targets.
- The child's Key Person and/or SENCO aims to meet with parents/carers on a termly basis to discuss and review targets. External professionals working with the child and family are also invited to attend. Parents/carers play an important role in setting and reviewing targets and parent-teacher partnership working is essential. Often targets are informed by reports and recommendations from health professionals. Targets are specific and individualised.
- Parents/carers will be provided with copies of IEP targets and necessary resources as required to also support target work in the home learning environment.

How are activities differentiated for children with special needs?

- Full access to the Early Years Foundation Stage is offered to each child through planned opportunities for learning which are differentiated to suit individual need. All staff take responsibility for differentiating the curriculum appropriately and making effective use of resources to enable children with special needs to learn inclusively and meaningfully alongside their peers.
- The child's Key Person and SENCO play a key role in differentiating learning for those children with complex and high level special needs. The setting also sources additional specific resources as required to ensure children with additional needs are included in all aspects of learning.

What if my child has more complex special needs?

- If your child has a special need or disability the SENCO and key person will work closely with the parent/carer to ensure interventions are in place to support your child's progress. A multi-agency collaborative approach will be adopted where the parent/carer will have the opportunity to meet with professionals involved with their child to discuss concerns and set targets. If your child has a high level special need they will be allocated an SEN support worker who will work closely alongside their key person to provide the additional levels of highly individualised support needed.
- The setting will devise a detailed provision plan outlining the levels of support your child may require during sessions. The pre-school will employ additional SEN support staff who will work closely with pupils with additional needs to ensure they are included, make progress and have focused time to work on specific targets related to their additional needs.
- A risk assessment may also be carried out to ensure that all staff working across the setting are aware of your child's complex needs and the additional procedures to be implemented to ensure their health, safety and wellbeing.

How will you help me support my child's learning?

- You will have the chance to discuss your child progress and have advice and support on how you can help at home at Parent Consultation meetings. In addition to this, termly IEP review meetings will offer the opportunity to find out how your child is progressing with key targets and what strategies and interventions you can also use at home to support their development.
- Regular day-to-day discussions with your child's SEN support person or key person will provide you with up-to-date information on how your child is progressing with their learning.
- Any additional resources such as visual aids or specific resources used in pre-school to support your child's IEP targets will be shared with you whenever possible. Often duplication of visual cards and picture exchange systems can be most helpful to parents supporting communication at home. Key workers are always able to provide these to parents.

- Staff can also provide information on how to access local Children Centre provision e.g. classes and groups.

How is the decision made about what type and how much support my child will receive? And how will I be involved?

- Our setting receives funding for all children, including those with special educational needs and disabilities. Our setting plans how to meet individual needs using this base level funding.
- We can apply for more funding if a child has “different from and additional to” requirements.
- The team around the child will make this application. The Early Years Special Educational Needs Panel will decide the allocation of funding using the “Bristol Universal Descriptors”.

How will I know if my child is making progress in their learning?

- All children have a home visit before they begin attending. This is a time when practitioners can observe children and also when parents/carers can share their knowledge of their child.
- All children will have parent consultations at least once or twice a year. The staff team discuss their child’s progress with parents/carers. Parents/carers are also invited to share their views on progress and raise any concerns they may have, regarding progress and milestones.
- Our ‘Celebrating Learning Weeks’ offer an open opportunity for parents/carers to come into the setting and share the learning diary with their child.
- If your child has a Support Plan (Non Statutory Education, Health and Care Plan) this will be reviewed three times a year. The progress children are making is compared to the targets set out in the plan. The targets are set by all the people, including professionals that work with the child.

What training have the staff supporting children with SEND had or are having?

- Staff skills and training are audited annually.
- Many staff have had training in: Makaton, Autism awareness, Hearing Impairment, training run by speech and language therapists, SENCO conferences, Sensory Support Services, Paediatric first aid, SENCO training courses and much more.
- We would also seek to access training from outside professionals involved with your child who may provide individualised training where necessary.

How does the setting manage the administration of medicines and manage personal care?

- We have a robust Administration of Medication Policy.
- Any specialist training to administer medication to individual children will be sought as and when required.
- The child’s key person where possible is responsible for personal care of all children.
- Staff working in your child’s room know all the children well ensuring all children are safe and secure.

How will my child be prepared to move onto the next stage within the setting or onto school?

- We arrange to home visit all children before they start at our setting, unless there are extenuating circumstances and the parent/carer does not wish for this visit.
- Children joining us are given a Welcome pack which explains what to expect and includes photos of the early years practitioners.
- When children move to a new setting or move on to the next stage of school, we plan a transition programme. This might involve visits from new practitioners / teachers or visits to the new setting.
- For children with SEND the SENCO of the next setting is invited to a review. Targets will be reviewed and consideration will be given to how the next setting can make provision to achieve the child’s targets.

- A transition programme will also be decided upon at this meeting. This would include visits, photos and information for the parents/carers.

If a child may require a specialist setting in their school years, you or the setting may decide to request an Education, Health and Care Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future. The EHC Plan will have long and short term goals for your child. It will set out what support they need and how they will receive this support

What support is available should my child require an Education Health and Care plan?

- The SENCO would support a parent/carers request to apply for an EHC assessment and be involved in preparing the necessary paperwork to submit to the local authority.
- Meetings would take place to gather the parent/carer and child's views and fully involve them in the application process.
- Independent Supporters are also available provided by KIDS and Supportive Parents.
Supportive Parents: 0117 989 7725 KIDS: 0117 947 6111

What support is there for parents/carers?

- The local Children's Centre have a dedicated team of family support workers who can offer support and advice to parents who have children with a SEND. The family support team can offer support in the home environment and also signpost to specific groups and support services. The family support service can also provide support at multi-agency meetings and help parents/carers with difficult home circumstances which may be related to their child's special needs.
- The SENCO can provide advice about groups, parent support networks and other avenues of support for families who have a child with SEND. The SENCO will work closely with the family throughout their child's time at Pre-school and will be available to meet with families and offer support and advice.
- Various sessions are run at the local Children's Centre often on an invitation only basis specifically for those families who have children with SEND. This maybe a Makaton teaching session, a speech and language support group or drop in sessions run by health professionals.

There are support groups and additional information for parents with children who have additional needs:

- Supportive Parents
Support for parents, children and young people with SEND <http://www.supportiveparents.org.uk/>
0117 989 7725
- Bristol Parent Carers
<http://www.bristolparentcarers.org.uk>
0117 9396645
- South Glos Parents and Carers
A group of parents and carers in South Gloucestershire with children and young people who have a disability or additional needs
<http://www.sglospc.org.uk/>
parents@sglosparentsandcarers.org.uk
01454 501 009
- Findability Bristol
Local information, help and support for children and young people with special educational needs or a disability
<http://www.findabilitybristol.org.uk/>

Useful SEN Abbreviations

Acronym	Full title
ADHD	Attention Hyperactivity Disorder
AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder(s)
BSL	British Sign Language
CIC	Children in Care (previously known as Looked After Children - LAC)
CLD	Complex Learning Difficulties
ENT	Ear, Nose and Throat
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
GP	General Practitioner
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HV	Health Visitor
IEP	Individual Education Plan
LAC	Looked After Children (now known as Children in Care - CIC)
MAKATON	A simple communication system using signs
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PECS	Picture Exchange Communications System
PD	Physical Disability / Difficulties
Physio	Physiotherapist
SALT	Speech and Language Therapy / Therapist
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties
SW	Social Worker
TA	Teaching Assistant
TEACCH	Treatment and Education of Autistic and related Communication handicapped Children
VI	Visually Impaired