

OVER THE RAINBOW PLAYSCHOOL

LOCAL OFFER

HOW DOES THE EARLY YEARS SETTING KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?

During the show around of the setting to the parents, we would discuss with parents any disabilities that the child may have been already diagnosed with. The discussions will include what care they require, the exact nature of the disability and discussion on any special equipment that the setting may need to support the child. The discussions would also allow for the setting to put in place any strategies that would support the child before they started.

If a child has not been diagnosed prior to joining playschool, our ongoing observations and the staff's knowledge of child development will show if there are any additional needs. The observations and concerns are shared with all staff at a staff meeting and in particular with the SENCO/INCO. If it is agreed that there are concerns, we will then speak to the parents/carer to see if they have noticed anything at home or if they have any concerns.

If after our staff meeting and discussions with parents everyone agrees that additional support is required, we will then apply for Inclusion Support from the ECS (Early Childhood Service). Initial visits do not always happen very quickly, but when there is a meeting, there is always time at the end for a feedback session with the Keyperson, the advisor and the parents. Actions are noted on a form and copies are passed to you and we keep a copy as well. Follow up appointments are scheduled and you are always involved.

HOW WILL EARLY YEARS SETTING STAFF SUPPORT MY CHILD?

Your child's keyperson will oversee and plan for your child, in conjunction with you and with our SENCO.

Your child's keyperson is your main contact whilst you are at playschool. It is their role to build a relationship with you and with your child so they are able to support your child's development and learning.

Our setting SENCO is a member of staff who co-ordinates information relating to any Special Educational Needs and ensures the setting is providing the correct support for any children with these needs.

If your child's needs are severe, it may be possible for the setting to get some funding so that there is a dedicated person who will look after your child on the days they attend the setting. Generally all staff will be looking after your child on a day to day basis.

As a setting we can contact the Speech and Language Therapy Service for children who have speech and language problems. We work closely with the parents to continue work given by a Speech Therapist.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

Every child is planned for individually, irrespective of their needs. Activities will be tailored to the needs of the child. Observations, assessments and planning for your child is an on-going process. From the continued observations, we can see how your child is developing and if there are any areas of concern. An individual plan specifically for your child may be put in place in the setting if your child's keyperson and SENCO think it would be beneficial to them. The individual plan is discussed with you, to enable you to support your child at home as we are doing in the setting.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

Each term parent/keyperson meetings are planned to discuss your child's progress and their next steps for home and the setting. Daily contact with the keyperson is available should you wish to discuss your child's daily activities. We can also set up a home/playschool communication book for you and us to share things they have done. If your child is receiving inclusion support from the ECS you will also have extra meetings to discuss feedback after a setting visit by the team. You can input into the planning for your child.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

If a child in our care needs specialist medication, we would ensure the staff are trained by a health care professional on how to administer it correctly. We have a long-term medication book which we use for children that may need to have medication administered at playschool on a regular basis. The parents fill in the book to tell us how often and how much of the medication needs to be administered. We then sign when this has been done and it is shown to the parents. We have a medication policy that we follow when administering medicines.

The setting is checked daily for any hazards and that safety measures are in place. We always adhere to the adult: child ratio. All staff are qualified to level 3 or above (or working towards it) and we are all CRB/DBS checked. All staff are first aid trained.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE EARLY YEARS SETTING?

We don't have any specialist staff working at the setting but we do access the services available to us. We use Inclusion Support from the ECS, which helps settings support children with additional needs and if needed a member of the team will come out and work with us and you to support your child. We have had the speech and language team in to support children too.

Our SENCO regularly attends INCO/SENCO network meetings and training.

WHAT TRAINING ARE THE STAFF, SUPPORTING CHILDREN WITH SEND, HAD OR ARE HAVING?

Our SENCO attends INCO/SENCO network meetings every term. At these meetings information on changes of policy, the code of practice and relevant training is shared. She has also attended training on The Role of the INCO, Including all Children and the new Code of Practice training. Several members of staff have attended Behaviour Management training.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE EARLY YEARS SETTING INCLUDING TRIPS?

All of our trips are risk assessed and plans would be made to ensure the inclusion of all children. We do a yearly trip on the bus to the library and take the children on ad-hoc outings into the local area, such as the park. We have a Christmas party within the setting and summer party/ sports day.

HOW ACCESSIBLE IS THE EARLY YEARS SETTING ENVIRONMENT?

The building is all on one level with wheelchair access to the front and back and a disabled toilet. We have a visual timetable displayed in the setting and we use a triangle to ring when the morning is going to change e.g. snack time, outside time, tidy up time. We have a translator on the website so that parents whose first language is not English can translate the website into their spoken language.

HOW WILL THE EARLY YEARS SETTING PREPARE AND SUPPORT MY CHILLD TO JOIN THE EARLY YEARS SETTING, TRANSFER TO A NEW SETTING/SCHOOL?

All children have settling in visits with their parent/carer. The number of these depends on each child. If we know a child has specific needs before they start playschool we would arrange a meeting before the child starts to discuss any provision that would need to be put into place.

Before a child starts school they would have visits into their new school. If it was felt the child needed support, a member of staff would accompany the child for these visits. A transition meeting would also be arranged with the SENCO of the school to discuss the child's needs.

School are given all the relevant information from playschool with the parents' permission.

HOW ARE THE EARLY YEARS SETTING'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

We would apply for funding if it was needed. We would then allocate the money between any extra resources or staff we may need to support the child. We would ensure that the activities provided are accessible to all children.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The keyperson and SENCO will first discuss with the parents what support the child will need. We will then contact Inclusion Support from the ECS, who will support and help us access any funding and additional help we may be entitled to.

If it is felt the child needs an Individual Plan (IP), we would work with the parents to produce this. This will then be reviewed termly with the parents to monitor how it is working and what the next steps are.

HOW ARE PARENTS INVOLVED IN THE EARLY YEARS SETTING? HOW CAN I BE INVOLVED?

As a staff we are available to chat to at the beginning and the end of the session. Your child's keyworker will also have termly meetings with you to discuss their next steps. You can input into these plans.

Parents are welcome to come in and help and play with the children during a session and can volunteer on a regular basis too.

We send out questionnaires to the parents to ask for their feedback and we sometimes post up questions on our noticeboard for the parents to answer. E.g. about trips or events.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

Your first point of call will be the manager Liz Pratt.
You can contact her on 01403 210550/07909 714025.

The deputy manager and SENCO is Lynne Peate.
You can contact her at the setting on 07827 372960.

The West Sussex Family Information Service can also provide you with information on local settings.