

Chandlers Chatters Preschool Playgroup

Special Educational Needs and Disabilities Information



The Local Offer

Introduction

Chandlers Chatters Playgroup is where children and parents/carers work together in partnership. It is our aim to provide learning experiences that are differentiated to meet the needs of each individual child. In doing this, we minimise the difficulties that children may experience. However, some children will experience greater difficulty than others and will need extra support to enable them to make progress. We recognise the need to identify emerging difficulties by:

- (a) Monitoring and reviewing the progress made by children
- (b) Responding to individual needs
- (c) Overcoming potential barriers to children accessing activities for learning.

How will the Playgroup know if my child needs extra help and what should I do if I think my child may have special educational needs?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Chandlers Chatters a child is considered to have special educational needs if he/she has significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision.

Our setting recognises the importance of early identification and intervention, as well as the assessment and provision for any child with special educational needs.

Michelle Honey our Special Educational Needs Co-Ordinator (SENCo) oversees the identification of children with special educational needs and the provision being made for them in the setting. If you are concerned that your child may have SEN, it is important that you make your concerns known Michelle Honey.

Your child's key person will remain responsible for working with your child on a daily basis. However, our SENCo will support the key person in further assessment of your child's development and learning and will ensure effective implementation of support.

When judging whether a child has special educational needs the setting will need the following initial information:

1. Two year old progress checks
2. Observational records
3. Assessments on a child's progress in communication & language, physical development and personal, social and emotional development in line with the Early Years Foundation Stage curriculum
4. Parental observations
5. Information from outside agencies (if appropriate)

How does the Playgroup evaluate the effectiveness of its provision for my child?

We will be alert to emerging difficulties and respond early. We will work closely with parents as they know their child best. It is important we listen and understand when parents express concerns about their child's development.

If a child does not make expected progress, then planned, targeted provision will be put in place. A discussion will take place with parents/carers and an individual education plan (IEP), detailing specific targets will be put in place. All interventions will be monitored by the SENCo and your child's progress will be regularly reviewed to ensure that this additional support has had an impact on your child's progress. Interventions offered include support for play, interaction, social skills, speech and language.

How will the Playgroup and I know how my child is doing and how will the Playgroup help me to support my child's learning?

All staff, led by the SENCo, will track the progress of your child. This progress will be shared with you at our parent/key person meetings and will also be shared, on a regular basis, during term time to keep you up to date on progress made against the individual agreed targets.

How will the Playgroup staff support my child?

If your child has special educational needs, we will need to take action to remove barriers to learning and put effective provision into place. This support will ensure earlier decisions and actions are revisited and make certain that support is refined and revised with a growing understanding of your child's needs. It will also identify what supports your child best in making good progress and securing good outcomes.

How is the decision made about the type of support my child will receive?

As well as a differentiated Early Years Foundation Stage (EYFS) curriculum, support can be in the form of planned interventions or an additional adult in the room to help. Additional resources will be allocated based on the needs of your child. The key person and SENCo will be supported in planning strategies by the Area SENCo and Disability Co-ordinator (SENDCo).

In consultation with you at a meeting, we will discuss the IEP and agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There will also be a date set for review.

How will my child be included in activities outside the Playgroup setting, including specific outings or trips?

All children are encouraged to take part in all trips, and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and there is an upcoming trip which may require further planning, the key person and SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part.

What support will there be for my child's overall well-being?

Our setting is welcoming, safe and stimulating where children are able to enjoy themselves, to grow in confidence and fulfil their potential.

We are committed to meeting the learning and development needs of every child. We know children learn best when they are healthy, safe and secure, when their individual needs are met and they have positive relationships with the adults caring for them. We provide an environment which is safe and secure for children to play, interact and develop.

In conjunction with our guidelines on managing medication, we are able to administer on-going medication to your child and cater for their personal care. We have staff trained in Paediatric First Aid, which is regularly updated.

What specialist services and expertise are available at or accessed by the Playgroup?

There may be times when the setting will seek assistance from specialist outside agencies in order to effectively cater for your child's special educational needs. These services may include Area SENCo and SENDCo, educational psychology, speech and language therapy, occupational therapy and physiotherapy. If your child has a special educational need that we have not encountered before, we would ensure that staff are suitably trained in order to provide effective support. Current expertise includes the 5 P Approach, Makaton and Eiklan Speech and Language.

How accessible is the Playgroup both indoors and outdoors?

The setting is fully accessible for wheelchair users at the front entrance. It also has a ramp from the main hall to the outside area to the side of the building. There is a disabled toilet, recently refurbished, and disabled parking bays close to the front door. Should specialist equipment be necessary, then consultation with outside agencies would ensure that this is made available.

How are parents involved in the Playgroup? How can I get involved?

We work together with parents/carers to ensure that children will achieve their potential, whatever their need. Parents are invited to meet the key person twice a year and informal discussions with key persons are encouraged on a regular basis. Parents are welcome to view their child's work and progress whenever required.

If your child has special educational needs, you will also be invited to meetings with your child's key person and the SENCo to discuss and monitor progress.

The Playgroup is always willing and happy to talk to you about your child, but if you have any concerns or worries, then we would encourage you to discuss these with your child's key person or SENCo who will do their best to resolve any issues. Information about our Complaints Procedure is issued to all parents on registration and can also be found in our Policies & Procedures and also on our Parent's Notice Board.

How will the Playgroup prepare and support my child to transfer to a new setting or school?

If your child is moving to school, your child will be given opportunities to visit the school at different times during the school day. There will also be an opportunity to meet their new class teacher. You will also be invited to a person centred planning meeting, which will also be attended by the SENCo of the school to draw up an Action Plan to ensure the smooth transition between setting and school.