

Wonersh Pre-School

Meeting your Child's needs

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

At Wonersh Pre-school we operate a keyworker system, which develop a good relationship with both parent and child. The keyworker will carry out regular observations of their children and undertake a 2 year progress check. Providing the parent with a written report on their child's progress in the 3 main areas of communication and language, personal and social development and physical development. If you or the pre-school have any concerns about your child's development, an opportunity will be provided to discuss this in private with your child's keyworker and the Special educational needs coordinator. They will carry out any additional assessments that may be required, and liaise (with parental permission) with appropriate outside agencies. We can also seek advice from Surrey Early Years and Childcare service team.

How will the setting support my child?

Our Special Educational Needs Coordinator (SENCO) will oversee and plan the educational programme, completing appropriate paperwork. Extra support can be provided where necessary in the form of extra staffing, inclusion support grants can be accessed for this purpose. Meeting with parents and appropriate outside agencies, with support from early years will take place on a regular basis. An Individual Support Plan will be set up for your child and the targets reviewed termly, giving you ideas of how to support your child at home. On transition to school a meeting will take place involving your child's keyworker, the SENCO, Surrey Early Years Advisor and any outside agencies involved.

How will the curriculum be matched to my child's needs?

Our planning is based around each individual child's needs and development stage. Individual support plans will be implemented using information gathered from regular observation and assessment by your child's keyworker. Your child will also have a learning journey and a tracking grid which show their development within each area of learning. We operate an open door policy and you are welcome to see their learning journeys at any time.

How will both you and I know how my child is doing and how will you help me to support my child's personal learning?

We have assessment systems in place such as the 2 year progress check, tracking grid and learning journey which are linked to the Early Years Foundation Stage. We operate an open door policy and are happy to discuss your child's progress or answer any questions at any time. We update children's learning journeys termly and meet with parents to discuss and provide ideas to use at home to help support your child's development...Individual Support Plans are implemented and regularly reviewed. We meet fortnightly to plan for each individual child's needs; each keyworker will provide an activity for their key children based on their individual targets and interests.

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

We have an administering medicines policy and a care plan will be set up if required, further training can be sort for any special needs requirements with close consultation with parent or carer. We are able to undertake personal care such as toileting or nappy changing.

We have a behaviour management policy and should your child display and challenging behaviour we will work with your child consistently to improve their behaviour.

All our activities can be adapted to differentiate for the varying needs of our children. We provide a visual time table which will tell your child what will happen next. We provide a quiet area with mattresses and blankets should your child need to rest or have some time out.

What specialist services and expertise are available at or can be accessed by the setting?

We refer children for support from Speech and Language, Occupational Therapy and Educational Psychology. We have attended Multi-disciplinary meeting when required. Staff attend regular SEND training updates and forums.

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

Our SENCO has undertaken appropriate training and attends SENCO forums. We are currently training another member of staff in addition to our current SENCO to assist and provide support. 1 member of our staff has QTS and 5 hold a level 3 qualification. All these qualification have SEN modules. 2 members of staff are shortly attending the new SEND 4 day workshop.

How will my child be included in activities outside the classroom including school trips?

Any trips we undertake we plan to be inclusive and accessible to all. A risk assessment prior to our visit, first aid kits and any medications and consent forms will be brought with us on the visit. Parents are invited to join the trip should they wish to do so.

How accessible is the setting ?

Our premises are completely wheel chair accessible and we have a disabled toilet. We have access to an inclusion support grant to help provide us with any extra facilities or staff if necessary. We support families where English is not their first language by using visual clues such as a picture time table. We can arrange for signs to have dual language.

How will the setting prepare and support my child's transfer to the next stage of education?

When your child joins our pre-school we are happy for you to stay and support them for as long as you want. We are very flexible and like the parent or carer to feel happy and confident to leave their child in our hands. On transition to school, our local schools all visit the child in our setting to get to know them before their first school visit. We also hold transition meetings involving the school and any outside agencies. Relevant information will be passed to the new school.

How are the settings resources allocated and matched to children's special educational needs?

We would access discretionary funding if recommended by the Improvement Advisor or health specialist through our early years advisor. This would enable us to buy specialist equipment and resources and to fund extra members of staff where appropriate. We can put in to place an EHC plan by liaising with relevant agencies.

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

If we have any concerns we will contact EYCS and they will support us in any decision making. Our SENCO will make referrals for any extra support needs from outside agencies such as speech and language, ISP's will be set up to provide individual targets for your child and activities to support your child at home. We will use reports from other agencies to help us plan and support your child within the setting. All staff will be kept regularly informed about any additional needs and support your child may need.

How are parents involved in the setting? How can I be involved?

At Wonersh Pre-school we operate a parent helper system; parents will come in on a regular basis to play with the children and to generally help with any activities of the day. In this way have a very good insight in to what their child does at pre-school and develop a good relationship with staff and other parents. We are a committee run pre-school and parents become involved in fund raising and the day to day running of the pre-school. Parents are involved in information sharing about their child and helping to identify targets and next steps at ISP review meeting with outside agencies.

Who can I contact for further information?

Please contact:

Rachel Green
SENCO/Manager

or

Claire Perry
SENCO

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