

Silverhill Playgroup

Our SEN and Disability offer

How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

All staff at Silverhill Playgroup are confident in recognising child development milestones using the Early Years Foundations Stage (EYFS). Staff attend up to date regular child development training.

Each family is assigned a key person who will meet with the parents/carers before the child starts, then the child will attend with the parent/carer where possible for a settling in period. This time is spent with the key person, parent and the child getting to know one another, and if there are any worries or concerns they can be discussed. Other staff and the SENco (Special Educational Needs co-ordinator) can be brought into the conversation where necessary.

Staff will make continual and on-going observations and assessments of the child's progress and development, identifying interests and next steps.

Parents are able to speak to their key person or other member of staff at suitable times during the session or by phone, email or private message out of the session. If there are any concerns about a child's learning or development the key person will first discuss this with the parent and possibly the SENco or manager.

How will the pre-school/ nursery support my child with special educational needs?

Silverhill Playgroup aims to establish a good partnership with the family around the care of the child. A welcome pack with feedback form about how the child is settling and how the family feel they are getting to know the staff and their roles is given on entry and discussed together with the key person 6 to 8 weeks after the child has started.

The key person and parent have an informal meeting each term to discuss how playgroup, parents/carers and the child see how they are achieving and discuss any concerns. They can feed back and discuss where they are in their development and the areas of learning. This

can be more regular if the playgroup is working with other services or the family of a child with special needs.

From the many observations made by the key person and other members of staff the child's progress is charted through a Learning Journey, a book that is the property of the parent and that both parent and playgroup can add to during the child's time with us. If any area of development causes concern then the key person will work specifically in that area to support the child. If the development continues to cause concern an individual plan will be put in place that is jointly agreed by the family and playgroup and the shared with the staff. With parents permission, the playgroup may involve other services to work with the child and/or the family.

Staff work together to support every child and their needs. If a child is identified as having a learning or special need, either before or during their admission to the playgroup, we will work with the family and outside services involved to assess and monitor the child's development and onward progress.

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

Silverhill Playgroup is guided by the child, parents, the staff team, early years professionals, doctors, health visitors, social workers and any other professional working around the child and family. There is often a joint plan involving two or many of the people working around the child.

After a discussion a Setting Based Support Plan (SBSP) will be drawn up, this will determine how much support for the individual child is given. This could be anything from 1:1 support with an additional person or a few minutes each day working towards a small goal with a group of other children. Each child and need is unique and support will be managed to enable the child within the setting.

Playgroup are able to involve the Early Years Service and apply for additional funding if necessary. More information can be found at <https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/funding/early-years/>

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

Silverhill Playgroup will track and record all children's development and well being through observation and evaluation, summative or final stage assessment and regular discussion between the child, parent and key person during their time with us. The allocated key person will

feed back at staff meetings about any plans or strategies that have worked well and other strategies put in place to help support the child's development and learning. Regular meetings to share information will be held in the setting, and home visits can be made where additional needs require it from both the key person and SENCo.

The next steps for development and learning are displayed within the playgroup and opportunities to discuss how home learning can support, or goals from other professionals can be worked on together, so everyone around the child is working on common ground. The playgroup has a private room where professionals and family can meet with staff.

Where extra help is required the SENCo will meet to discuss targets with parents to put together a SBSP and talk about the involvement of outside services or support. This SBSP may support home learning and we have some equipment that we can loan out. We have a link book diary system for children who have benefitted from a day to day home/playgroup sharing of information. This can support families and the playgroup to have a written sharing of information.

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

Silverhill Playgroup staff and management discuss regularly the well being and needs of the child. We use emotion puppets and a time line to help children relate to their feelings and support their movement around the building.

Parents are emailed or given access to our policy and procedures which are read and updated regularly by staff and committee members, to ensure we are in line with all requirements for early years care and education.

We follow a behaviour policy that is in place to promote respect and care for one another and to protect both adults and children. Behaviour issues are discussed within the staff team and strategies are put in place to ensure children's well being. At regular times during the year the team discuss how the policy and procedures are supporting the children with their behaviour and well being.

We follow a procedure for administering medication and parents will be asked to fill in a form and to sign this each day the child has medication. Children who use medication on a regular basis will have a care plan drawn up with the SENCo and parent, and this will be revised each term or before if any changes are to be made.

We have a personal changing unit that will suit a child throughout their time within playgroup and individual toilet training requirements for each child are put in place after discussion with the parents.

We record the children's view in their learning journey and share the learning journey with them at regular times so they can add comments and take part in their learning and development.

What training do the staff have in supporting children with special educational needs or disabilities?

All staff hold the 12 hour paediatric first aid certificate and keep up to date by re-sitting the test every 3 years.

Some members of staff have attended a basic Makaton training course. The SENco has more Makaton experience and can offer support to both staff and families.

Two of the staff hold an early years recognised special educational needs co-ordinator training and keep their certificates up to date. We have a named SENco who is responsible for the day to day SEN input, administration and communicating with families and staff. The SENco attends local inclusion support groups and additional training where possible.

Some of our staff have had training from the local hospital for Epi pen use and for gastric tube feeding. All staff are confident and have a wealth of knowledge in child care practices due to experience and length of service within the setting.

What specialist services and support are available to the pre-school/nursery?

Silverhill Playgroup has a wealth of knowledge within its staff team.

We have access to many outside agencies that can help support us and families, including speech and language specialists, behavioural specialists more information about these can be found at

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/services-supporting-schools>

How will my child/young person be included in activities outside the pre-school/ nursery, including trips?

We operate a 1 adult to 2 children ratio when leaving the playgroup, unless risk assessed to be a 1:4 ratio, we always invite parents to come with their children using this as an opportunity to involve parent partnership.

A child with SEND may require a 1:1 ration which would be organised so that it did not exclude the child from any outing or trip

How accessible is the pre-school/ nursery?

The playgroup is at the heart of the Silverhill community, with good bus links with most areas in Hastings. The playgroup is situated in a large hall behind St Lukes Church and there is parking in the local roads although this can be limited. There is a disabled parking bay at the top of the road.

The hall has wheelchair access throughout, both inside and outside. There are accessible suitable toileting facilities and the kitchen is equipped with a fridge for medication.

Smaller room off the hall are used for focus and small group work and for quiet times. The chairs and tables are appropriate to the children attending and some have arm supports. Activities can be accessed via the floor or can be table based.

The outside area is completely covered in a rubber flooring to protect children from falls.

There is a hearing loop within the building for those using a hearing aid.

Grants can be available for specialist equipment or extra support should we need to apply via an inclusion grant or bursary funding for a child with SEND.

How will the pre-school/nursery help my child move on to school?

When it is nearing time for the children to move on to primary school we will invite the teachers into visit and meet the children and also to discuss the transition plan together with us. We prepare children for school by using books, going on a visit, having photographs of the school and teachers. Some schools have provided visual time lines and what their class rooms look like to help with the transition. We aim to support the child and family as much as we can both prior, during and after the transition. The manager ensures that accurate summative or final stage assessments are given to the school in good time for the new teachers to get to know where the child is in their development and learning.

The SENCo and key person will have time out of the setting day to attend transition meetings at the receiving school to share information.

Give us your views about this information

Contact localoffer@eastsussex.gov.uk or call Information for Families 0345 60 80 192

More information, advice and support

The local offer- what is available for children and young people with special educational needs in East Sussex

- www.eastsussex.gov.uk/localoffer

Information for Families (including SEN and disability advice service)

Phone: 0345 60 80 192

Text: 07797 870317

email informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/informationforfamilies

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