

East Riding Local Offer Early Years Provider Template

The information given on this form should be given so that parents of children with **Special Educational Needs (SEN)** or disabilities know what support they can expect if their child attends your setting.

1. What are the following contact details for your setting?

Setting name: Tickton Pre-school and Play Pals

Setting Manager: Helen Turner (BA)HONS, EYPS, PGCE(EY)

Setting SENCO: Karen Shaw SENCO

Address: Tickton Pre-school and Play Pals, Main Street, Tickton, Beverley, East Yorkshire, HU179RZ

Email: info@ticktonpreschool.co.uk

Telephone no.: 01964 501744

Who should parents/ carers contact if they have a compliment, concern or complaint about your setting?

Setting Manager, Helen Turner (01964 501744)

or

Deputy Manager, Sharon Haysom (01964 501744).

2. What is the ETHOS of the setting with regards to Special Educational Needs and Disabilities (SEND)?

Tickton Pre-school and Play Pals provides a learning environment where all children, including those with special educational needs and disabilities are supported to reach their full potential. All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes.
- Become confident young children, with a growing ability to communicate their own needs/views, and
- Be ready to make the transition into compulsory education.

Inclusion is a journey with a clear direction and purpose, at Tickton Pre-school we believe in equality of opportunity for all children. We actively promote inclusion and understand that ALL children are individual and unique with individual needs.

As a setting, we have regard to and follow the statutory 'Special educational needs and disability (SEND) code of practice: 0 to 25 years' (2014). This statutory guidance helps us support children and young people with special educational needs and disabilities.

3. Provide the link to the following statutory policies on the website of the setting

- **SEND Policy**
- **Health and Safety Policy**
- **Safeguarding Policy**
- **Administering Medicines Policy**
- **Equal Opportunities Policy**
- **Concerns and Complaints Policy**

<http://ticktonpreschool.co.uk/about-us/our-policies/>

4. How many children are you registered for with Ofsted?

How many Children do you have on roll? 80 (30/35 children per session).

How many Children-have SEND? 7 – this can change termly/yearly

How many Children have an Education, Health and Care Plan?

2 currently – this can change termly/yearly (We have implemented EHC plans and have worked with many children who have had EHC plans).

5. How does your setting;

- **Identify children with SEND?**

We understand that early response, early identification and intervention are key to helping children to reach their potential. At Tickton Pre-school we recognise that parents have vital and unique knowledge about their child's needs. We work hard to develop positive relationships with parents based on mutual trust and respect, to share information and make plans together to support children appropriately.

Each child is assigned a key person who works closely with children and parents to identifying any needs, plan provision and to review progress and if needed will seek expertise advice/support from our SENCO Karen.

Observation, assessment and planning are central in tailoring every child's learning to meet their individual needs and to plan for any additional needs that may be highlighted from these. At Tickton Pre-school we use 'Early Years Outcomes, Development Matters' to making best-fit judgements about whether a child is showing typical development for their age, or may be at risk of some delay.

Where a child appears to be behind expected levels or where a child's progress gives some cause for concern, all information will then be brought together and considered with a child's parents/carers to plan next steps and additional support.

Sometimes parents have a clear framework of support planned, at Tickton Pre-school we will work hard to ensure all children's needs are met and the wishes of parents are respected.

- **Plan for individual children, set targets or next steps and differentiate learning opportunities to meet individual needs**

At Tickton Pre-school we take a proactive approach in identifying and removing barriers for children as much as we can. Discussion would normally take place between the practitioner (usually the child's key person) and parents, with the support of the setting SENCO. Children with additional needs and or disabilities will have an individual support plan that will highlight what is needed to help them thrive and progress within the setting, this could be environmental changes, equipment, extra adult support and/or additional services needed.

Our SENCO Karen and setting manager Helen work closely with early support and parents to identify any additional support needed for children. Karen regularly updates children's individual support plans as required, implementing additional strategies and organising family support meetings as the needs of a child and/or family change.

Provision at Tickton Pre-school will be adapted to ensure that all children can access learning opportunities at their own level.

As a setting, we actively seek information, support and expertise from external agencies, including;

- Educational psychologists.
- Health Visitors.
- Speech and language therapists.
- Physiotherapists.
- Occupational health.
- Health services.

Examples of additional provision we may implement;

- Assessments undertaken by our SENCO or other agencies to help identify specific areas of need that can then be addressed.
- Individual support work following recommended programmes to address specific needs, for example speech and language difficulties.
- Small group focused activities.
- Support from a 'support worker', so children can further access provision and play.
- Additional resources/equipment to help child access the curriculum as recommended by other agencies.

- **Assess and review progress of Children and with SEND?**

All children are assessed using a combination of the 'Early Years Outcomes, Development Matters and Early Support (ES) small steps, with progress of all children monitored termly.

At Tickton Pre-school School we follow a graduated support approach which is “**Assess, Plan, Do, Review**”. This means that we will:

- **Assess** a child's educational needs
- **Plan** the provision/equipment needed to meet a child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress made.

As part of this approach, we will produce 'Individual Support Plans' that describe the provision we will implement to meet a child's special educational needs and will detail a child's next steps. Parents and carers will be fully involved in this process.

Further assessment and support is sometimes needed, we would then look to implement an Education, Health and Care Plan (<http://www.eastridinglocaloffer.org.uk/education/education-health-and-care-plans/>).

Children are observed closely and their achievements are celebrated. Progress made is recorded on children's individual support plans and this information is used to plan children's 'next steps' and the support strategies needed to ensure further progress and development. This information is used to tailor the curriculum to meet the needs and interests of each child and to use methods of delivery that are appropriate to their level of need. If there is ever evidence that progress is not being made changes will be implemented as required. Partnership with parents is vital.

We have a vast amount of experience of working with a wide range of children's needs. However, if required our Manager and SENCO will initiate further staff training, to challenge staff and enable them to support all children effectively.

- **Evaluate the effectiveness of provision for Children and with SEND?**

Individual small steps of progress as detailed on children's individual plans are a key indicator of successful enhanced provision and support, including feedback from parents. All children's support plans will be reflected upon regularly to ensure progress is being made and targets are achievable. If expected progress is not made, plans and support will be reviewed and evaluated to ensure effective strategies are implemented to continue a path of progress.

- **Involve parents fully in discussions about their child's progress and in plans for support to meet the agreed outcomes for the child?**

We listen carefully to what parents have to say about their child. We involve parents at every stage of planning for children's needs and use open and honest dialogue to deal with issues and difficulties together. Discussions would normally take place between the practitioner (usually the child's key person) and parents, with the support of the setting SENCO (Karen). At Tickton Pre-school and Play Pals we recognise the importance, wishes, views and feelings of children and their parents, and promote their participation in all decision-making as primary carers. Discussions may highlight the need for more specialist expertise to identify the nature of a child's needs and we will work hand in hand with parents to achieve excellent support for all children.

6. Who are the best people to talk to in your setting about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Our named SENCO (Special educational needs coordinator) is **Karen Shaw**. Karen has a vast amount of training and experience to support children's and family's needs. Karen understands how to make appropriate referrals, work with other professionals and seeks support/advice from Early Support and our ER area SENCO (Sue Thompson) when required. Karen will implement strategies and plans to ensure all children's needs are met.

Karen is very sensitive to all family's needs, working hard to implement excellent support for individual children. Karen works hand in hand with our manager, **Helen Turner**, who leads our practice and is focused on inclusion for all children and families.
- Our full team are knowledgeable with regards to additional needs and may be a first point of call for parents. All staff will work hard to ensure the correct support for children and families is implemented in partnership with our SENCO. All staff will discuss additional support and sign post when required. We are always available to talk to, at any time. We are a very pro-active team.
- We work in line with the SEND code of practice (2014).
- Our policies and procedures are inclusive of all children and families.
www.ticktonpreschool.co.uk

7. What are the different types of support available for children with SEND in your setting?

Our setting works using a 'graduated response framework' of support, always involving parents in discussions and in the planning of children's next steps and individual needs. All children are unique and individual, so support is tailored to meet their unique needs.

We are inclusive of all children and plan for their specific needs at whatever level they required.

At Tickton Pre-school high quality teaching is key to children's learning and development and forms the basis for any additional or different provision for children with SEND. High quality teaching is based on the highest expectations for individual children. It draws on what staff know about children's learning and development and is differentiated for individual children.

How will the setting ensure ALL staff are aware and understand a Child's SEND?

Where appropriate all staff attend full team meetings and updates. This, combined with regular external training courses that actively promote the inclusion and support of all children, including children with additional needs and disabilities, ensures that all staff understand their expectations and role in supporting all children. This is overseen by the setting manager.

All appropriate information will be shared by the setting manager and SENCO to ensure that all children are supported appropriately and to the best of Tickton Pre-school's ability.

All staff work to implement the SEND code of practice
(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

8. How will the setting let a parents/ carer know if they have any concerns about their Child learning?

Key workers meet regularly with parents to discuss the learning and development of their children using observation an assessment made. At these times, any concerns the practitioner has or any the parent may have can be discussed. Parents can meet with their key person at any time.

How is support allocated to children?

Support will be allocated to children on an individual basis, depending on their level of need. This is done in conjunction with early support (ES) (ERYC council) and other appropriate support agencies, for example; Speech and language therapists or educational phycologists.

Children sometimes require more support during settling periods and/or during transitional times and this provision will be offered by key staff at our setting.

When children require further additional adult intervention and/or support this will be provided and planned for in conjunction with children's parents/carers and Early Support.

All children are individual and the support they need will be unique and planned for on an individual basis.

How does support move between the age groups?

Tickton Pre-school provides care and education for children aged 2 years old to 5 years old, all based together with 12 key staff working with children. Children do not have to transition between rooms.

Support is assessed on a termly basis (or as required) and we will organise this in partnership with parents. At Tickton Pre-school **all children have the same key person throughout their full time at the setting**. A child's key person will work closely with a child's primary school to ensure quality information sharing and transitions to school.

9. Which other people and organisations provide support to Children with SEND in your setting?

We work with a wide verity of external support services and organisations to support children, including;

- Occupational Health.
- Health Visitors

- Speech and language therapists.
- Primary schools
- Physiotherapists
- Portage.
- Area SENCO's (ERYC).
- Early Support (ERYC).
- Educational psychologists.
- Health specialists.

- **What training have staff received to support Children with SEND?**

Staff at Tickton Pre-school and Play Pals have accessed a wide range of training courses covering a wide range of needs, including;

- Portage training and accreditation
- Hannon Training
- BSL level 1
- A range of Behaviour support training and courses.
- Disabled children's access to childcare (AUTISM)
- Physical needs and movement training.
- Speech and language, sign language BSL, Makaton and PECS,
- Disabled children's access to childcare (PORTAGE)
- Children's Sensory needs
- Disabled children's access to childcare (DYSPRAXIA)
- Disabled children's access to childcare (EPILEPSY)
- Teacher Talk – training on 'encouraging language development in early child hood settings.
- Home Visiting.
- Basic sign language (in house Portage training)
- Working with families under stress.
- Listening to learn.
- Creative development
- Safeguarding – it's everybody's business
- Meeting the needs of children with disabilities
- Food Safety
- Anaphylaxis Awareness
- Diabetes care, training and understanding
- Paediatric First Aid
- Level 1 safeguarding disabled children
- EYFS – challenging the most able children
- The role of the SENCO

- Social, Emotional aspects of development
- Observation, assessment and planning
- Supporting vulnerable children
- Firm foundations for personal social and emotional development – EYFS
- Threshold of need and intervention
- Supporting learning conference
- Early Support (ES) and the role of the lead professional
- Developing Phonics
- PSED of vulnerable 2 year olds
- Safeguarding
- Family Links
- Health and Safety in the workplace
- PSED – Where do I belong
- EYFS – Parents together working in partnership
- IDP – Behaviour
- PLA behaviour workshop
- EYFS – principles into practice: making your marks for writing
- Level 1 mental health awareness
- Level 1 domestic violence awareness
- EYFS – outdoor play
- Ferre Lavers – observation and assessment
- Developing confidence and self-esteem – Dr Hannah Mortimer
- Support plans and Lead professional
- Selective Mutism
- SEN – a good balance of health
- Personal Social and Emotional Development
- Understanding and supporting the needs of children who have autism in early year's settings
- Supporting children with visual difficulties in early years
- Developing Mark making
- Inter-professional services workshop
- EYFS conference – parent partnership and child development
- Observation, assessment and planning
- EYFS – problem solving
- SEAD training
- EYFS principles into practice
- Tiny Talk

- SEND 2015
- SENCO 2015 (including regular cluster meetings).

10. How will provision be adapted for a child with SEND?

Tickton Pre-school will work hard to ensure that the needs of all children are provided for. We will adapt provision, routine and equipment to ensure that children with additional needs can access all aspects of Tickton pre-school and the learning/care opportunities we provide.

Our setting is based on one level and all provision is adjustable and moveable to help support children's physical needs and wheelchair access, with a shallow ramp to our outdoor area.

We understand that every child is unique and that all children learn and develop well in an 'enabling environment', where their experiences respond to their individual needs and when there is a strong partnership between practitioners and parents/carers to plan for these needs.

11. What support is available for parents/ carers of a Child with SEND?

At Tickton Pre-school we work to support parents in any way we can. At the heart of a positive working relationship at Tickton Pre-school lies a genuine respect for the families of the children at our setting.

Parents have vital and unique knowledge about their child's needs. Our key workers, SENCO and Manager are always available to talk to at any time, and will always offer support when needed.

With our experience of working with children we can offer parents guidance, support and sign posting/referrals to other support agencies/specialists as required.

We offer parent's home visits.

We can organise specialist training and support depending on a parents/family's level of need and will attend training with parents to offer further support.

We regularly organise family support meetings, that provided a platform to discuss children's and family concerns/needs/achievements and progress. This includes involving parents in identifying needs, deciding outcomes, planning provision reviewing progress and seeking expertise at whatever point it is needed.

As well as daily discussions with parents, we also have a private room that is used for private meetings.

We work with parents to support children's home learning and progress.

12. How is the settings physical environment accessible to Children with SEND?

Our setting is open plan and based on one level. All provision is adjustable and moveable to help support children's physical needs and wheelchair access, with a shallow ramp to our outdoor area. We have disabled toilet facilities in place and would look to make any adjustments needed to ensure a child's physical needs were met.

We understand that every child is unique and that all children learn and develop well in an 'enabling environment', where their experiences respond to their individual needs and when there

is a strong partnership between practitioners and parents/carers to plan for these needs.

13. What facilities are available for Children with SEND in the setting e.g. special quiet room, sensory equipment?

Our space is open plan and adaptable/movable to meet the needs of all children. Spaces and areas can be developed and adapted to ensure children's needs are met.

We offer quiet spaces, sensory areas and space to move freely for all children.

Resources and equipment can be sourced to support any child's individual sensory and/or physical needs.

We have a quiet room that is used for speech and language support/ one-to-one support needs as required.

14. How will Children be supported during transitions? (when moving between rooms/when moving to another setting/moving to school)

We understand that transition periods are times that can be stressful for children and parents. We carefully plan to ensure that children's move from one situation to another is a positive experience for all concerned. We ensure parents' views are respected and they feel that they have some say over what happens in new situations.

At Tickton Preschool we understand that strong, respectful relationships between parents and practitioners lay the foundations for positive transitions. We understand that parents draw comfort from relationships with those caring for their child, while easy, visible conversations between significant adults are deeply reassuring to children too.

How Tickton Preschool supports children's transitions:

- We invite parents, all new key staff and professionals to meet together to hear about the child (to share information and support strategies). We will support parents in preparing for these meeting.
- We ask parents to complete a 'profile/booklet' about their child to help new settings/schools get to know their child (highlighting a child's strengths and any interests which can be used to help settle them).
- We pass on any successful strategies or activities which support a child.
- We offer parent's home visits.
- We take and/or organise short settling or familiarisation visits for children at their new setting/school.
- We help new schools/settings Identify any resources, equipment or training needs.
- We build in special times throughout sessions in which small groups can be with their key person on a daily basis.
- We ensure parents are always given have a named person who they can contact if they have any questions or concerns
- We support children by talking about their new school. We read books about starting

school and making friends. We take photos of new staff, uniforms, rooms, buildings to look at over weekends or holidays to help children feel reassured. We practice walking the new route to school. We visit school environments (including; dining rooms /playgroups/ classrooms) to develop a sense of placement and understanding for children making these transitions.

Tickton Pre-school and Play Pals settling in procedures are flexible, allowing the time which is necessary for individual children and their parents to be comfortable with the change in their lives. For many children reminders of home are crucially important. Tickton Pre-school and Play Pals includes opportunities for children to talk about their family members/home during the day.

We provide welcome packs, distributing key dates and information to parents.

The child's key person ensures that parents have a specific member of staff to talk to, to ensure that their child is being cared for appropriately. This is particularly important at times of transition. All children experience transitions throughout the day; we plan reassuring but flexible routines to help children cope. A baseline assessment will be developed in partnership with parents, as a foundation to build further progress.

Children and parent/carers are invited to spend time in the pre-school /Play Pals learning environment before attending full or part time, the amount of time needed will depend upon the individual needs of the child and family. On application, children entering Tickton Pre-school/Play Pals will be offered a home visit and as many settling in sessions as they require.

We will complete comprehensive transition meetings with feeder schools and settings. Information will be passed onto the child's primary school before the child is due to attend (or as appropriate) - (this includes all SEND information and safeguarding information/appropriate records). We actively promote information sharing and visits to support this transition, including attending support meetings. As a setting, we maintain effective working partnerships with our feeder schools/settings.