



# Ferring Funtime Community Pre-school

Dear Parents

Since September 2014 all Local Authorities are required to publish information about services they expect to be available in their area for children and young people from birth to twenty five who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the "Local Offer".

The Local Offer will put all the information about education, healthy and care services, leisure activities and support groups in one place.

It has two main purposes:

1. To provide clear, comprehensive and accessible information about the support and opportunities that are available
2. To make provision more responsive to local needs and aspirations.

The Government says that the Local Offer must be developed and reviewed in partnership with children and young people, parents/carers and local services including Early Years Settings, schools, colleges, health and social care agencies.

We would like to invite parents/carers to be involved in a survey. This will give us the opportunity to co-produce information and agree outcomes.

We believe that by working in partnership with parents/carers and professionals this will lead to the development of a more efficient service, which better meets the needs of children and families.

With your help our Local Offer will appear on our website in September 2014. As a pre-school setting we know what we can offer. We are inviting you to tell us what you would like us to be able to offer. This survey is open to all families not just those with children who have special educational needs and/or disabilities, we would like to receive everyone's point of view.

Please use the following link: <https://www.surveymonkey.com/s/NSP2VL8> to see our "Educational Setting Questions".

Thank you

*Sandy*  
Sandy Cooper (Mrs)  
Manager & SENCO

**1. 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?**

At Ferring Funtime Community Pre-school children are allocated a key person. The key person's role is to develop a trusting sensitive relationship with children and parents to enable respectful sharing of information.

If you have concerns about your child you can discuss these with your child's key person and Special Educational Needs Co-ordinator (SENCO) (Manager) Mrs Sandra Cooper and Mrs Cindy Gemmell.

Ongoing observational assessments are made of children at pre-school and are linked to Development Matters in the Early Years Foundation Stage (EYFS) A Parents Guide To The EYFS is given to all families upon child's entry to pre-school. These observations may identify specific individual needs, which will then be discussed with you. Together with support from the SENCO, the whole team will work together with you to support your child's learning and development.

**2. How will early years setting staff support my child?**

The key person will be working closely with you, listening to what you tell us about your child.

The SENCO will be working with you to ensure that you as parents are closely involved. The SENCO will be advising and supporting colleagues to ensure that there is a whole team approach to supporting your child.

The SENCO will also work with the committee to support them in understanding their responsibilities to children with special educational needs or disabilities.

The SENCO and key person will work with you and liaise with other professionals to support your child.

As a parent your role in the education and support of your child is vital, because you know your child best. The closer that we work together the more effective support will be for your child.

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

Observations are the starting point of a key person's relationship with their key children. They help us to get to know and understand your child and to respond to your child's needs and interests.

You will give us information about your child's abilities, likes and dislikes, routine and cultural and family background and together we will plan to ensure your child has a range of opportunities to challenge and enable them.

Together we can build on what the child already knows and make good decisions about the next steps in your child's learning. This will be recorded in Individual Education Plans, Learning Journals and One Page Profiles.

Early years practitioners monitor and review the development of all children at Ferring Funtime. We pay particular attention to progress in Prime Areas of Development which are Communication and Language, Physical development and Personal, Social and Emotional development.

When your child is aged between two and three, our practitioners review your child's progress and we then provide a written summary of your child's development focusing on those 3 prime areas.

This progress check will identify your child's strengths and areas where your child's progress may be slower than expected.

If there are significant concerns, practitioners will develop a targeted plan to support your child. This will involve all practitioners, the SENCO and possibly other professionals.

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

Your child's key person will work closely with you to give you information by

- Exchanging "All About Me" forms
- Providing information about daily opportunities and child initiated activities that your child has been involved in
- Staff are available at the beginning and the end of the sessions to talk to you.
- Parents can be involved in stay and play sessions.

The child's progress is recorded in learning journals that are shared with you and there are opportunities for parents to contribute to Learning Journals. There are formal and informal opportunities for Learning Journals to be shared. Learning Journals give you information about how well your child is doing. We will explain how we plan for your child's interest and what you can do to support this at home. Open days are planned for you to view the type of activities and learning opportunities that your child may be involved in.

#### **5. What support will there be for my child's overall well-being?**

Our practitioners are welcoming and friendly. They are good role models and work in a culture of respect for each other and the children.

If your child displays inappropriate behaviour we will work with you to provide a consistent planned approach to support your child.

We have policies and procedures to manage the administration of medicines. Health care plans can be adopted if necessary.

We have a "book corner" and a "feelings corner" inside the building all which can be used for quiet reflection and children are supported to manage their feelings.

A visual timetable is used to support children's routines.

The pre-school complies with the Welfare Requirements of the Early Years Foundation Stage. Staff complete safeguarding training that enables them to recognise sign of potential abuse and neglect.

We have a Designated Person to take lead responsibility for safeguarding children.

Each day we provide time for reflection with the children. Children are listened to and their views are taken into account.

**6. What specialist services and expertise are available at or accessed by the early years setting?**

The setting can access support from:

Health visitors

Social workers

Speech and language therapists

Children & family centres – outreach worker, speech and language drop-in centres

Education psychologists

Early Years Advisory Teacher

Staff have qualifications including NVQ Level 2, 3 & 4 in Early Years Care and Education. The Manager has a degree in Early Years and Education. Continuous Professional Development training is available to staff through a subscription to WSCC Training Schedule.

**7. What training are the staff, supporting children with SEND, had or are having?**

All staff have Paediatric First Aid training.

All staff have British Sign Language training.

Some staff have Early Language Development Programme training.

SENCO/INCO training – ongoing.

Some staff have Managing Inappropriate Behaviour Training.

All staff have Stoma Care training.

All staff have Safeguarding training.

Some staff have additional training for children with social and communication difficulties.

PECS Training.

Rhyme Time.

Observation Assessment and Next Steps.

**8. How will my child be included in activities outside the early years setting including trips?**

The pre-school is purpose built; it has wide doors, accessible toilet and resources that can be adapted.

We can also borrow specific resources from Children Centre Toy Libraries.

Parent's permission is required to take children on outings. Risk assessments are carried out and parents are invited to join us on trips.

**9. How accessible is the early years setting environment? (Indoors and outdoors)**

Ferring Funtime is a purpose built pre-school. It has wide doors inside the building and wheelchair access to all outdoor areas. There is a ramp to the entrance.

We have a disabled toilet and resources can be adapted to different heights.

Parent information is printed in several languages and support for families whose first language is not English can be arranged.

All staff have had training in British Sign Language.

**10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?**

Your child's key person will support the settling-in stage when your child comes to pre-school.

We will work with other professionals if necessary to support your child through the settling in process.

Transition meetings will be held with other professionals when your child transfers to school.

Your child will be prepared to move onto the next school or setting, by visits to the school. Exchange of information and strategies that have proven successful in supporting your child will be shared with your child's next setting.

Transitional schools and settings have the opportunity to come into pre-school to meet children and families.

**11. How are the early years setting's resources allocated and matched to children's special educational needs?**

The resources at the setting are age appropriate for Early Years and equipment can be adapted to suit individual needs.

Some equipment may be borrowed from Toy libraries at Children and family centres.

Funding maybe available to support the child or staff in the setting.

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

Through the observation process linked to the Early Years Foundation Stage and in discussion with the parent, keyperson and SENCO, we will identify levels of support that are appropriate for your child. If necessary we will seek additional support with your permission and plans made to support your child will regularly reviewed and monitored to record progress.

**13. How are parents involved in the early years setting? How can I be involved?**

We value parent-partnership and parents can choose how they would like to be involved in the setting.

Parents are involved in decision making about their children's learning by information sharing, identifying targets and next steps planning.

Parents can become committee members making decision about day to day running of pre-school.

Parents can attend formal and informal occasions at pre-school.

We listen to our parents and it is important to us that parents have a voice within our pre-school. Parents are involved in fundraising, stay and play sessions, bacon butty mornings, outings, learning journals.

**14. Who can I contact for further information?**

The pre-school manager/SENCO and your child's key person are available in session.

We can signpost you to other agencies eg: Children and Family Centres, Outreach Workers, Health Visitors, Speech and Language Support and Early Years Advisory Teachers also offer advice.

The Local Authority's Local Offer can be found on [www.westsussex.gov.uk](http://www.westsussex.gov.uk)