

Education Settings on-line form

Full Name of Education setting

Penguin Under Fives Pre-School

Owner: NavalUnderFives

Physical address	7 Siblanc Close
Town	Fareham
District or Borough	Fareham and Gosport
Postcode	PO14 3BA

Contact Person	Sam Tubbs
Telephone Number	07773154772
Email address	<u>PenguinNUF@outlook.com</u>
Website address	<u>http://navalunderfives.org/</u>
Facebook address	
Twitter address	
Logo or picture	

Short Headline	Caring for children in home from home environment
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Brief overview of your service (30 words)

We provide high quality inclusive care for children aged 24-60 months. Also supporting families with additional needs such as ASD.

The following details will help users of the website to find your information quickly and easily.

Age range of Educational Setting

2,3,4

Which of the following best describes your education setting? (tick all that apply)

Mainstream		Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Education Centre (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	X

What communication methods are you familiar with? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	X
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton	X		

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access		Accessible changing area	
Accessible toilets		Low stimulus environment	
Secure environment	X	Soft play facility	X
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking			

If you are a special school or your setting has a resourced unit, please select from the list below, any areas that you specialise in? (select all that apply)

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?

Needs led school nurse		Needs led SALT (speech and language therapy)	
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Sections and subsections

Respite & Support				
Social Care Support		Respite & Short Breaks		Financial Support
Family Support		Information Advice and Support		Support with resolving differences

Health		Childrens Nurses		Specialist Clinics
Sensory		Pre-birth & birth		Dental Care
Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing

Equipment and Therapies		Wheelchair Services		Speech & Language Therapy
Continence Services		Occupational Therapy		Physiotherapy
Other Equipment		Other therapies		Grants

Education & Childcare		In school therapies and Medical needs		SEN Support
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Childcare & Early yrs.	X	Learning from home		Schools	
Colleges & Post 16		Transport		Transition	

Leisure & Play		Hampshire Gateway			
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Preparation for Adulthood		Healthy Living		My Money	
Getting Around		Where can I live?		Being an adult	
Living life to the full		Help for my family		Education, Training and Work	

1. How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

(Max 250 words) 180

When starting at Penguin we encourage parents to raise any concerns with the supervisor/deputy supervisor. These concerns can then be raised with your child's key/co-key person and the SENCo. We can then closely monitor his/her development in the areas of concern. If your child is already attending sessions at the setting please raise the concerns and again we can monitor areas of concern. If needs be we can direct you to; or refer to the appropriate outside agency such as Physiotherapist or Speech and Language Therapy.

We help identify children's additional needs by;

The key persons and SENCo being well trained and keeping up to date with current practices.

The key persons and the SENCo being able to recognise where an area of your child's development may need extra support.

Staff getting to know both you and your child, taking account of concerns raised by you- the parent/carer.

The key person keeping thorough, up to date Learning Journeys, a record of your child's achievements and strengths.

The key person and SENCo liaising with the child's Health Visitor or other external agencies.

As part of the Naval Under Fives group, we welcome children from all communities, including the Travellers community and Armed Forces community who may be subjected to a more transient life.

2. How will the education setting staff support my child / young person?

(Max 250 words) 217

Together we can develop a strategy to support your child in the setting. You can approach the SENCo or Key person at any time for progress and regular information sharing and development of strategies are encouraged.

All staff will be made aware of these strategies and how to implement them by the SENCo who will help plan and oversee the support and progress of the work. Help will be offered to the parent/carer on how to implement these strategies in the home, or on how to implement strategies used in the home that can then be adapted for use in the setting

We can seek advise on the best outside agency to support the setting and family. Because we are a small pre-school, if a child with recognised additional needs joins the setting, a key person who is not the SENCo will be appointed. This enables us to have an extra member of staff available to attend meetings, appointments or conferences. Learning strategies will be regularly reviewed and amended if needed.

The setting will apply for any available funding for staffing or resources.

We have a good working relationship with our Local Inclusion Officer where we can gain more knowledge about any medical conditions we may need to research.

The staff will undertake any relevant training required.

3. How will the curriculum at your education setting be matched to my child / young person's needs? (Max 250 words) 46

Using the child's strengths and interests is essential when planning learning strategies Individual Education Plan's and Individual Behaviour Plan's Clear, achievable SMART targets will bet set and reviewed, enabling the child to learn at their own pace. These will be closely monitored and adapted if needed.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning? (Max 250 words) 157

We pass on relevant information on our daily hand over, and encourage the parents to do the same. We have an Open Door Policy and encourage our parents to discuss their

child's interests, achievements, needs and development. We have both formal and informal meetings.

Your child's Learning Journey is online through Tapestry and is available for you to review at home. Your child's key person regularly reviews and assesses his/her development using observations and the Online Learning Journey. Areas in need are then identified and planned for. We can set up a Home-School book or arrange regular text messages so any relevant information can be shared and acted upon.

Activity bags are available to take home.

We make parents aware of any relevant training opportunities. such as Makaton. We also welcome parents into the setting and pass on any training we have received.

We work with relevant agencies and parents to develop a Statement of Educational Needs if your child has complex additional needs.

**5. What support will there be for my child / young person's overall wellbeing?
(Max 250 words) 133**

We are a small, close-knit team that have worked together for some years. We believe that working as a team we are able to get to know your child better. He or she may react differently when in the presence of a different adult

All staff will be responsible for your child's well being. If another agency is involved the SENCO will initiate contact and it will be decided which staff need to be included in meetings and given extra training.

Attendance is very important. We work with parents to try to keep the child in the setting as much as possible. This could mean having an extra member of staff available for support, reducing session length to prevent a child from tiring or encouraging the parent to stay if they are unsure.

6. What specialist services and expertise are available at or accessed by your education setting? (Max 250 words) 119

All staff members have had Makaton training, First Aid and Epi pen training.

We have Speech and language workshops where all children attending pre-school take part, therefore we are not singling any particular child out.

We have worked with physiotherapists, paediatricians, specialist support teacher and speech and language therapists.

We have experience working with children with AS disorders, global delay, hyper mobility, behavioural difficulties, multiple and severe allergies.

The pre school can work closely with any external agencies that we feel are relevant to the individual child's needs including: - Behaviour management Intervention; Health care including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; Social services including - Locality Teams, social workers and Educational Psychologists.

7. What training are the staff supporting children and young people with SEN and Disabilities had or are having? (Max 250 words) 35

The staff all hold at least the equivalent of NVQ 3 in childcare. The SENCO attends regular training to update her knowledge and she then feeds back to all staff. All staff have Makaton training.

8. How will my child / young person be included in activities including trips run by your setting? (Max 250 words) 22

Each trip will have to be risk assessed with each child's individual needs in mind. This includes any child with additional needs.

9. How accessible is your education setting? (indoors and outdoors) (Max 250 words) 17

Unfortunately, the building is an armed forces quarter and has not been adapted for wheel chair access.

10. How will the education setting prepare and support my child / young person to join the education setting, transfer to a new setting and or the next education stage and life? (Max 250 words) 164

We encourage all new children to visit the setting prior to starting. We arrange stay and plays where the parent stays in the setting. For children with additional needs we

encourage further visits to assist with the acclimatisation of the new surroundings. allowing all staff members to ask questions and get to know the child.

We develop social stories with children if the transition is potentially going to be difficult.

When children are preparing to leave us for a new school, We have visits from the reception teachers, this enables them to see the children in setting and how they interact with each other. We visit the infant school we feed into. If needed, we can arrange extra transition visits. For schools out of our area we contact them and ask for photographs to develop social stories.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

11. How are the education setting resources allocated and matched to children and young people's Special Educational Needs and disabilities? (Max 250 words) 37

We ensure that all children who have additional needs are met to the best of the settings ability with the funds available. We may also be able to access additional funding if available from outside the setting.

12. How is the decision made about what type and how much support my child /young person will receive? (Max 250 words) 47

The child's key person alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and carers.

13. How are parents / young people currently involved in your education setting? How can I be involved? (Max 250 words) 77

We have an open door policy. Our parents are encouraged to be actively involved in the setting. Parents to stay and play throughout the term as well as joining us on walks around the local area. We also do themed stay and play days such as Christmas activities, Easter activities and sports day. We also encourage our parents to be involved in fund raising and we always like to hear how we can make our setting better.

14. Who can I contact for further information? (Max 250 words) 28

Please ask for Sam Tubbs or Teri Watson. Or come in and chat with us. Any member of staff will be happy to take you around the setting.

Keywords

Play, Learning

Subsections this Local Offer is attached to

Education and childcare - Childcare and early years