

Special Educational Needs and Disabilities (SEND) Local Offer

Early Years Education Provider

Puffin Pre-school Narvik Road Hilsea Portsmouth
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Ofsted Unique Reference Number

EY393239

Confirmation that 'co-production' has taken place with Parents, Carers, Stakeholders: Yes/No

Local Offer submitted by

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Date	18:03:2018
Signature	

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?

When a child joins the setting, we will communicate with parents about their child's development. We will observe your child and assess their development, this will be linked to the development matters ages/stages of development in the Early Years Foundation Stage (EYFS). This can help identify individual needs of your child. Every child will be given a named keyperson, but all staff are involved with the care of all the children. We operate an open-door policy where Parents and practitioners can communicate how your child's day has gone, any issues that have risen up, and put into place any plans to help support your child's learning and development. We may, if needed, seek outside professional help and advice. We welcome children from all communities as part of Naval Under Fives.

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

Puffin offer parents/carers and children settling in visits, allowing your child and staff to get to know each other. A parent pack is also given to each parent/carer which contains an 'All About Me' sheet which helps staff know your child's likes and dislikes to help your child settle into Puffin. This also helps us plan and support your child with their development and plan your child's next steps. We encourage parents to share WOW moments from home to be placed upon our rocket board. We regularly send out your child's Learning Journals and Tapestry and encourage parents to leave comments. We will discuss your child's progress and development with parents and carers. We will work with parents and outside agencies when the need arises, and if the outside agencies suggest strategies to help and support your child's needs while in the setting. This could be Speech and Language Therapist, Portage, Individual Educational Plans (IEPs), Educational Psychology (EP) applications for funding, resources and equipment. We review, discuss and update progress plans every six weeks.

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

When your child first joins the setting, we will observe your child. This helps determine your child's stage of their development. We will use your child's interests to plan activities to develop their skills and learning. Puffin also use the statutory framework from the EYFS Development matters ages and stages of their development. When your child first starts we will concentrate on the Prime Areas such as Personal, Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (CL). This leads on to the Specific Areas – Literacy (L), Mathematics (M), Understanding of the World (UW) and Expressive Arts and Design (EAD). Planning is worked around the interest of your child and so all the children can take part. The children's Learning Journal and Tapestry records the progress and development of your child and help plan the next steps for your child. Regular reviews will be held depending on the needs of your child, this may be weekly, every 6 weeks, half termly or termly. Individual plans (IEPs, IBPs) help us track and record the child's progress to show which age phrase your child is securely working within and progressing. We also use the Early Years Monitoring Tool Kit to help monitor communication and language development.

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 Learning Journal/Tapestry will contain observations, assessments and photographs to record their development and progress. Tapestry and Learning Journals are sent home for parents to look through while at Puffin and then to sign and add comments if they choose. Also, in their child's journal are next steps for the child which are signed by parents and commented on. The next steps show your child's progress in their learning. After six to eight weeks, Puffin will do a settling in check to assess your child's development. Progress summary reports are sent out in the Spring, Summer and Autumn terms. Two-year checks will be done before your child's third birthday. On Tapestry, once an observation has been uploaded the parent can comment. We have an open-door policy and parents are welcome in the setting to discuss your child's progress and day. We aim to work with parents. Puffin regularly send out newsletters and have a board in the setting to display additional information for parents and carers to see.

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

The staff at Puffin Pre-school have had a Criminal Records Bureau (CRB) or Disclosure and Barring Service (DBS) check. All staff are paediatric First Aid Trained (renewed every 3 years). Managers and deputies have a level four Safeguarding Children training. Naval Under Fives run in-house training for all staff to complete their Safeguarding Children. Senco (Special Educational Needs Co-Ordinator) attend regular training. Policies are reviewed annually and can be updated when needed. These policies include settling in, medication forms, equal opportunities, discrimination, behaviour management and nappy changing. Medication can be administered in accordance with the medication policy and when the medication form has been signed. Health Care Plans can be adapted to meet the needs of the child and staff are trained when the need arises. Should there be a display of behaviour, Puffin can work with the parent to put a Behaviour Plan onto place. Behaviour Plans use different strategies and activities to support your child. Plans will be reviewed, observed and discussed regularly

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

Puffin are happy to work with and alongside outside agencies to support each child. We have access to the following services:

Speech and Language therapists

Educational Psychologist

EMTAS (Ethnic Minority and Traveller) worker

Children's Centre Support Teacher

Area Inclusion Co-ordinator (Area Inco)

We are always willing to seek help and advice from outside agencies and develop links to ensure your child receives the support they need

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

Our Send staff have Safeguarding Children Level 3 and 4; Supporting Children with Speech; Makaton; First Aid; Understanding Behaviour; Health and Safety; Food Hygiene (every 3 years); Senco update meetings. All staff are continuously updating their knowledge and training with information being shared to other staff members from other Naval Settings.

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

Risk assessments are carried out before any trips away from the setting. All children are welcomed and included. A First Aid kit is taken along with drinks and any medication your child may need. The works mobile phone with all contact details is also taken. Activities will be adapted so all children take part at their level of learning. The child to adult ratio will be adhered to.

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

Puffin can be accessed via the front door at the back of the building. All Puffin rooms are on one level. We have nappy changing facilities in our bathroom. There is a ramp which leads to our garden area which is covered in artificial grass. We have visual signs at the child's eye level around the setting for the child to choose the resources available. We offer sensory play such as playdough, water, rice, sand, pasta for your child to experience.

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

Puffin offer settling periods for your child prior to starting preschool and to exchange information. If your child leaves or moves onto the next stage of school/nursery, we will support your child with activities to help adjust and get ready for school. We also speak to the school with reference to each child's likes and dislikes, their stages of the EYFS and any issues to help with the child's transitions run smoothly. We also complete transfer notes so the school can see what stage each child is at in the EYFS.

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

Puffin is part of the Naval Under Fives settings and a registered charity which has limited funds available for resources and equipment. We have Pupil Premium which allows the setting to support additional resources or equipment needed. We accept two and three-year funding which entitles your child to fifteen hours free childcare. Funding begins the term after your child is two or three depending which funding you are allocated. We are also able to accept 30 hour funded children.

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

The decision on how much support your child will receive will be based on observations and assessments made by the child's keyworker and the other members of the setting, which will be linked to the EYFS and will be discussed with you. If other outside agencies/professionals become involved in the care of your child they will also be involved in the decision making, i.e. ideas to help your child in the setting and work at home with the parents. Working together we can work out a plan to support your child at home and in the setting. Any support that is put into place will be monitored and targets reviewed to ensure your child is reaching their goals. Any reports from the outside agencies and professionals who are working with your child will be used in planning to support your child. Any IEPs in place will be discussed with parents, monitored and reassessed every six weeks or termly depending on the needs of your child.

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

Parents/carers are welcome in the setting and can become parent helpers if they wish. Stay and play days are arranged for the settling in period of the child. We ask for some parent feedback letters termly, which we take to the Managers Meetings with the Coordinators of Naval Under Fives. Contributing to your child's Learning Journals/Tapestry by adding comments and confirming you have read and looked through the Journal. Our open-door policy and daily chats with parents about their child's day. Newsletters are sent termly. Texts are also used to message parents of any updates. Notice boards are also up. Parents/carers play an important part in sharing information and changes in the needs of your child.