

Felsted Little Acorns

Special Educational Needs (Local Offer)

Vision Statement:

At Felsted Little Acorns we believe that all children should be able to make the best possible progress at pre-school and we are committed to ensuring that the necessary provision is made for any pupil that has SEND. We support pupils with SEND to be included in all aspects of pre-school life.

What kind of Special Educational Needs (SEN) are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Key worker / SENCO identification through observation / gut instinct
- Parental information concerns
- Tracking progress / records / learning journal
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language with outside previous concerns / diagnosis

Who is responsible for the Special Educational Needs provision in Pre-school?

- The SENCO is Mrs Julie Bond and Mrs Anne-Dora Beaton
- Key-person for each child

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities

available to work with parents and young people as part of the assessment and review?

- Progress reviews
- Parents view
- Pupil view
- Pupil progress meetings
- Observations
- Person centred approach
- Next steps
- Plan targets to suit level of development
- Different activities to suit a child with SEND

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education work together with parents to establish planning / intervention ie. Graduated Approach.

Formal:

- Termly Parent meetings
- Termly review meetings
- Parent views
- Open door policy
- Notice board
- Newsletters
- Contact Area SENCO for any concerns to support staff
- Time line

Informal

- Discussion at door
- Communication books / Learning journals
- Annual reviews for children with statement / plan
- Invite parents to meet specialist teachers
- Written communication / telephone contact
- Record assessments

How our setting supports the wellbeing of young children with SEND

- Daily risk assessments
- Behaviour policy

- Implement any health / safety risks
- Medication book - parents signs / and person that administers medicine
- Policy to support administering medicine
- Disabled toilet
- Ramp access

Staff training and experience to support young children with SEND

- Safeguarding
- First aid
- SEND training
- Autism awareness training
- SENCO training kept updated

Special services and expertise accessed by our setting

- All staff have received some training related to SEN
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from Child and Adolescent mental health service
- Play therapist support
- Home / liaison pre-school worker

Our accessible environment

- Changes and adaption's to the physical environment
- Ramps in place to make it accessible
- Toilets adapted for disabled users, in place
- Use of assistive technology
- Visual timetable
- All advice taken from specialist teachers
- Playtime provision
- Parents recommendations

How our setting prepares and supports children with SEND when joining the setting and when transferring to another setting or school.

- Team around the child (TAC) meetings
- Welcome meetings and information booklet from Primary School
- Transition visits

- Learning journals
- Liaison with school SENCO

How our setting organises its resources to meet the need of a child with SEND

- Offer a higher level of adult support for a young child with SEND if required
- Adaptations to the environment to include any child with SEND in the setting
- Wide range of resources but will adapt to individual needs

How we decide an appropriate support for a young child with SEND

- Team Around the Child / Team Around Family meetings
- Parental involvement

How we involve all parents in our setting

- Involve parents in all decisions
- Open door policy
- Newsletters
- Notice board
- Policies always available
- Parents are welcome - half termly informal meetings

Who to contact for further information

- SENCO is Mrs Julie Bond and Mrs Anne-Dora Beaton
- Key person
- Link to Local Offer - <http://www.essexlocaloffer.org.uk>