



PARENT INFORMATION LOCAL OFFER

How does the Friary Preschool know if children need extra help and what should I do if I think my child may have special educational needs?

Friary Preschool works alongside the Government's code of practice on identifying and assessing Special Educational Needs and related legislation to provide a welcoming learning environment for all children. All children are allocated a key person, normally from the induction day onwards the key person begins to build a bond with the whole family.

During the show-around of the setting and at the induction sessions, we would discuss with parents any disabilities that the child may have already been diagnosed with. The discussions would also allow for the setting to put in place any strategies that would support the child before they started.

If a child has not been diagnosed before joining preschool, our ongoing observations and the termly progress tracker (which is linked to the stages of the 'Early Years Foundation stage' EYFS) allow us to cater to children's specific educational needs and disabilities which will be picked up at the earliest point. The Key practitioner's/staff's observations and concerns are discussed and shared with the Manager/SENCO, and if it is agreed that there are concerns, we will then speak to the parents/carers to see if they have noticed anything at home or if they have any concerns. Any child with additional needs will be monitored, supported and reviewed by the preschool SENCO/ Manager and the Key practitioner.

Through continual observations, we can plan for your child including assessing additional support from other professionals. With the parent/carer's consent, we will contact the Early Years Advisor, Speech and Language Therapist, Paediatrician, psychologists, and social workers or consider whether an EHC (Education and Health Care) plan is appropriate.

Setting environment- we will work closely with all parents to access any specialist equipment that may be required for your child. The accommodation is all on one level with access through the main door entrance and is fully accessible to a wheelchair. There are no steps to both the front and back outdoor play area from the main hall and the outdoor garden area is flat. We use visual timetables/ visual cards to support routines and communications.

Key Practitioner's approach in the setting- The key practitioner is responsible for monitoring their key child's learning and development, keeping the child's learning journey up to date and reviewing and planning their next steps and experiences using the Tapestry online tool. The key person will complete regular observations to share with parents; these observations are shared through Tapestry. We hold parents/carers meetings every term, your child's key practitioner will provide a progress review and discuss your child's next steps with you. We will also include suggestions as to how you can support your child at home.

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

All children are welcome to attend trips. Volunteers to assist on the trip are requested from the children's families, for those who need special care and support. We will discuss with the parents/staff to complete a risk assessment plan. On any outings, all children's medicine, first aid kit and mobile phone are always taken.

How are parents involved in the Friary Preschool? How can I be involved?

We are always pleased to have parents stay for a session or part of a session to play with the children. We have a parent rota displayed on the notice board from which you can choose a date and the session you would like to attend.

What training and support is given to staff supporting children with SEN?

Practitioners regularly attend speech and language training, English as an additional language training,, in-house training, and SENCO/INCO network meetings. Many training courses are provided by West Sussex County Council however the setting will always seek to access additional training on Noodle and with private and national providers as appropriate, e.g First Aid.

Special Educational Needs Co-ordinator (SENCO) – We have appointed two members of staff to be the Special Educational Needs Coordinators (SENCO). A child's development and learning can be better supported by providing them with additional support. The SENCO and the Manager will work with the key person and parents to find out the best way to support the child and the family.

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

The Preschool will apply for funding from West Sussex County Council. We will be able to access the Inclusion and Disability Access Funding (DAF) for particular children providing the eligibility criteria are met. If we can receive this funding then this can be used to enable us to meet the children's needs and improve the quality of care, eg; it may be used to provide 1:1 support or purchase additional equipment or resources to enable the child to fully access the setting.

How do we support your child to join the early years setting, or to transfer to a new school?

We help children to settle when they are joining our setting by offering short stay and play sessions with the parents. When the children transfer to a new setting or school we will write a full report on their progress. We will support all children with their transition to primary school and liaise with their given school to ensure all information regarding the child's need is shared, with the parent's permission to give them a supported transition.

Our daily routine

9.00 Welcome children, meet and greet children and staff, and free play indoors/outdoors - children have access to a vast range of resources and activities to support their learning. Adult-led experiences and free play

10.00 Good morning song/ morning Prayer, talk about the days of the week, date, month, and the weather

10.15 Morning snack time platters of fruits, crackers/ breadsticks, Milk/ water
(Children poured their milk, chose different fruits, and encouraged positive mealtime experience)

10.30 Small group/1:1 story time, Key workers group activity, Free play indoors/outdoors.

11.20 Tidy uptime.

11.30 Songs, games large group activities.

11.50- Wash hands for lunchtime (children those who are staying for lunch)

12.00- Going home time-goodbye song (end of the morning session)

12.00-12.30- Lunchtime-Packed lunch

12.30- Afternoon children arrive, meet, and greet afternoon children

12.45- Free play- Adult-led and child-led activities.

1.15- Afternoon rolling snack

2.15- Afternoon story time- small group or 1:1, Key workers group activities, and free play indoors/outdoors

2.30- Song time, circle games etc.

3.00- Getting ready for home time: (children are encouraged to wear their coats, hats etc. end of full day session)

Goodbye song

Who can I contact for further information?

More detailed information is available in our policies: promoting positive behaviour, including, Administration of Medication, supporting children with additional needs and working in partnership with other agencies. If you would like to discuss your child's special educational needs before starting at the Preschool, please contact either the Manager or SENCO.

This policy was adopted by Friary Preschool on the 2nd of October 2023.

Date to be reviewed

September 2024

Signed on behalf of provider

Maryen Peiris

Role of signatory

Preschool Manager