



Pinner Parish Pre-School | St. John The Baptist Church Hall | Church Lane | Pinner | Middlesex | HA5 3AA  
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## **SEND LOCAL OFFER**

### **Local Offer for Children with Special Educational Needs and/ or Disabilities (SEND) (accessible ONLY in England)**

#### **How does Pinner Parish Pre-school know if a child needs extra support?**

We have an embedded system to ensure that a key person is allocated to every child. This key person completes regularly observations that are then used to inform the child's planning around their individual needs and interests. These include interests from home and interests at nursery. The key person completes assessments on every child to identify any support that may be required.

These assessments are shared with the parents who are encouraged to add their comments. We then implement a joint approach.

When a child initially starts with us we provide settling in sessions where the key person familiarises themselves with the child's individual needs, interests and abilities. This is the initial opportunity for the parents to identify any needs with the key person so that these can be catered for. The parents and the key person complete an initial starting point of development form on this settling in session to identify any concerns.

#### **How will the staff support the child?**

We have a SENCO (Special Educational Needs Co-Ordinator) that has been trained to support the key person, child and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The SENCO will work closely with the key person to differentiate resources, experiences and activities to support the child.

The SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENCO will liaise with other professionals (with the parent's consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

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

Pinner Parish Pre-school strives to offer and provide an exciting and engaging curriculum using themed planning weeks as well as the individually based next steps. Each week the activities and opportunities offered are based upon the children's interests. Each child is also planned for individually based upon their next steps and observed and supported by their key person and staff in the setting. For children needing further support and with special educational needs, play plans are put into place on individual children by the SENCO and child's key person. All these aspects of the curriculum are individually designed to each child and their interests. These are all observed and reviewed on a half termly basis. The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

### **How are parents / carers included in the child's education and curriculum?**

Parent's communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/ carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress. Every child has their own learning journal that the parents can view at any time. The parents are encouraged to add their views and comments.

### **How accessible is the early years setting environment?**

Our setting strives for equal opportunities and to offer an accessible environment for all. We work closely with parents and carers to ensure we are continually assessing ourselves and our environment to meet the needs of our families. The building itself has wide doorways and also has wheelchair access and a disabled toilet and change area. We have plans and policies in place to support this and have means and access to support families and individuals also where English is not a first language. If the family has English as an additional language they will be encouraged to share key words in their home language for the key person to understand with the child. The Manager, key person and SENCO can work with the parents to provide for the child to have the best access to all of the resources and activities everyday to meet their needs.

### **Helping with transitions**

Transitions are a key time for any child. The key person ensures that these transitions are well planned and supported.

When a child first starts at the nursery the key person will work with the parent to devise appropriate times for the child to settle into the nursery at their own pace.

When a child is ready to transition to School the new teachers will be invited into School to meet the key person and all relevant transition supporting documents are completed and relayed to the School to ensure a smooth transition takes place for all children.

For further information please contact the pre-school manager.