



Caterpillar Pre-School of Battle Baptist Church

Our SEN and Disability Offer

How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

Each child in the setting is assigned a Key Person at the start of their enrolment, and this member of staff will take time to build up a close relationship with you and your child. During your child's 'settling in' period, you will have time with your child's key person where any queries you may have can be discussed. Wherever possible, we will complete a home visit for those children whose needs are more complex, or for those who may feel more comfortable meeting us for the first time in their own home. As a setting, we operate an 'Open Door Policy', meaning that if at any time you have any queries you wish to raise/discuss regarding your child, a member of staff - either your child's Key Person, the SENCO (Special Educational Needs Coordinator) or the setting Manager - will be made available. We get to know the children as individuals by carrying out regular observations (written and visual), and by engaging in discussions with you about your child. The settings SENCO plus the manager and a number of other staff have had training to help recognise when children may need additional help. This allows us to identify any additional support your child may need. This support may be able to be put in place within the setting via our SENCO, or we may need to refer to outside agencies for support, which will only be done with your consent.

How will the pre-school/ nursery support my child with special educational needs?

Information will be shared among the staff team to ensure that all adults working with your child are aware of any additional needs to ensure that your child's requirements will be met appropriately. Strategies may be put into place to support your child if there are areas where support is needed. Training for staff will be accessed if necessary. In some cases, it may be beneficial for funding to be sought for an individual member of staff to work with your child to provide a more intense level of support.

If this is the case, their work will be overseen by our settings SENCO, who will also produce a SBSP (Setting Based Support Plan) to suit your child's level of learning and development to help them progress. The SENCO will also be responsible for liaising with outside agencies to seek support and guidance if needed. You will receive regular updates regarding your child's development, via a home contact book or verbal discussion. The Pre-school Management committee will also provide support by ensuring that the setting environment is as effective as it can be to support your child. Effectiveness will be measured by the Manager and the Deputy. The analysis tool on Tapestry will provide data which will support this reflection. Liaising and working with ISEND will also help the setting measure how effective the support is.

How is the decision made about what type and how much support my child/young person will receive?

We will ensure that we discuss with you the level of support we feel your child will need to ensure their wellbeing and learning can be supported adequately within the setting. We will listen to your thoughts, and together, we will come to a conclusion. With your consent, it may be appropriate to apply to outside agencies for funding to help provide your child with resources/equipment that may be needed to benefit their learning and development. The decision for the funding to be granted remains with the agency in question - the SEND Early Years Service.

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

We will use monitoring sheets to record what activities have been carried out to support your child's development based on their SBSP. These sheets will record the success of the activity, and any useful notes or observations. Their SBSP will be reviewed with you each half term, and together with our SENCO and your child's Key Person a decision will be made whether to carry the plan forward or update it. When you collect your child each day a verbal discussion will take place whereby you will receive a brief outline of your child's day, including details of progression or concerns. In addition, any suggestions for the home environment will be given to help you support your child's development alongside the setting. A home contact book may be appropriate or used as an additional communication tool. Every child's learning is recorded on an online system called Tapestry. Parents can access and add to this at any time, making it

easy to view your child's learning. Tapestry provides analysis tools which also allow us to monitor the progress of individual children and the setting, alongside their wellbeing and involvement levels. We also have regular open mornings/afternoons and 'stay and play' sessions where you can spend time with your child in the setting. This gives you an opportunity to see your child's progression within the environment. Parent consultation evenings provide an opportunity to talk with your child's key person.

What support will there be for my child's overall well-being?

Every child's wellbeing is paramount. As stated, each child is assigned a Key Person, and will be closely supported by our SENCO too, both of whom will ensure their needs are met in a sensitive way. This person will be responsible for meeting their care needs including administering medication and changing their nappy/clothing to ensure they receive consistent care from the adult who knows them the best. If your child requires any medication, this will also be administered by the person, again, supporting your child's wellbeing through consistency. We will always listen to the 'child's voice' and will always remain flexible with regards to the child's wants and needs to ensure they feel comfortable and happy within the setting. For those who can verbally express their desires, their voices will always be considered. For non-verbal children or those with a speech and language delay, we will use signs and symbols to ensure their voice is heard. In addition, observations of your child will be evaluated to ensure we are identifying any preferences displayed in their everyday play experiences. When observing your child, we will use a scale to monitor their level of wellbeing which will be recorded, and intervention and/or adjustments to increase their wellbeing will be made accordingly. Low levels of wellbeing will be explored with you. We will always welcome your knowledge of your child on how best to ensure they are secure and happy with us.

What training do the staff have in supporting children with special educational needs or disabilities?

The Manager of the setting has Early Years Teacher Status (Level 6 equivalent) with a BA Honours in Professional Studies of Learning and Development. She also completed the Early Years Professional Development Programme Level 3 in November 2023 plus Adult Well-being training and 'All Inclusive: Working with Children and Young People with Special/Additional Needs or Disabilities'.

The Deputy Manager (Level 3) is studying towards her Early Years Care and Education degree. She has completed both Adult and Child Well-being training plus Autism Awareness training.

Our SENCO is a Level 3 practitioner and has been trained in Children's Emotional Well-being, Eiklan Speech and Language training and has completed her SENCO training. She has a wealth of knowledge on a variety of additional needs and to further this is currently working towards a Level 3 SENCO award, which is due to be completed in Spring 2024.

Of the remaining four staff members, two hold a full and relevant Level 3 qualification. The remaining two hold Level 2 qualifications and are both currently studying towards their Level 3 accreditation.

All of the team are Paediatric First Aid trained, and complete the course every three years, as required. All training courses attended by the team are shared with the rest of the staff and information is cascaded accordingly.

Our SENCO takes the lead on implementing and suggesting strategies for managing behaviour alongside the Pre-School Manager.

What specialist services and support are available to the pre-school/nursery?

We have an Early Years Teacher (manager) within the setting, and all members of staff use Makaton. We work closely on a regular basis with the SEND Early Years' Service, and access support and advice from them as required. We work with other specialist services based on the needs of the children in our care, which in the past has included speech and language therapists, psychologists and physiotherapists.

We also work closely with Health Visitors to provide a joined-up care package for each child. A joint 27-month progress review is carried out between us and the health visiting team for each child who is of age when in the setting.

The Pre-School Manager regularly attends Early Excellence Hub meetings for our area, and the SENCO attends Inclusion meetings; both of which focus on sharing professional techniques, activities, strategies and resources. Access to training is also available through the Hub. We work closely with Battle and Langton Primary School who kindly share their resource bank with us when required.

How will my child/young person be included in activities outside the pre-school/ nursery, including trips?

All activities outside of the setting will be risk assessed and considered fully so that issues such as accessibility can be addressed, and forward planning can take place with regards to health and safety. You will be involved in planning for any additional provision needed for trips to ensure you feel comfortable and can contribute to the safety, wellbeing and involvement of your child. You will be invited to both local visits and longer distance trips (alongside other parents) to help support your child/ren. Any specialist equipment needed will be discussed with you so that it can be provided if necessary.

How accessible is the pre-school/ nursery?

The pre-school building is fully wheel-chair accessible and has disabled toilet facilities, both upstairs and downstairs. There is a lift to provide access to the first floor of the building. The pre-school room is on one level so that adults and children of all physical ability can move freely within the environment. There is a single step that leads to the outside area. If necessary for accessibility, a ramp would be provided for access to the outside area. Any adaptations needed to the building are decided by the management committee. The kitchen gate is always closed to prevent children from going into the kitchen unaccompanied.

We use Makaton signs and symbols throughout the environment to support all children, but especially those who have communication and language difficulties, and for those whose first language is not English. If you have any difficulties with English - spoken or written - we will make every attempt to put strategies in place to assist you in accessing the setting by helping you to fill in and complete forms and accessing a translator and other additional resources if needed.

How will the pre-school/nursery help my child move on to school?

When they move on to school, a Transition to School Document will be completed by your child's key person alongside yourself, which will state their level of learning and development, and will be personal to them and their requirements. We always invite reception teachers into pre-school during the transition process which allows us to pass on all relevant information to them prior to the children starting school. This also allows your child to meet their teacher and vice versa, in an education setting,

as well as the home visit that the teacher will carry out. If your child requires an Individual Needs Assistant at school, we will invite this person into the setting so that they can see how your child's needs are currently met by us. Transition meetings will also be attended and/or arranged by your child's key person and/or SENCO, alongside their new school staff and other relevant professionals.

Give us your views about this information

Contact localoffer@eastsussex.gov.uk or call Information for Families 0345 60 80 192

More information, advice and support

The local offer- what is available for children and young people with special educational needs in East Sussex

- www.eastsussex.gov.uk/localoffer

Information for Families (including SEN and disability advice service)

Phone: 0345 60 80 192

Text: 07797 870317

email informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/informationforfamilies

If you are considering enrolling your child into the pre-school and would like to discuss anything please contact the Manager, Georgia Dowling, on 01424 774997 or our Deputy Manager, Emily Kemp

Our email address is caterpillarstaff@hotmail.co.uk.

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