



Registered Charity No 1035670



Local offer for Beckley Pre-school

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

Beckley pre-schools ethos is learning through play. We provide a stimulating, learning environment for all the children at our setting based on the individual needs and interests of the child. We actively encourage good partnerships between staff and parents to ensure each child reaches their full potential.

Our standard practice involves robust observations, next steps and assessment processes according to the EARLY YEARS FOUNDATION STAGE (EYFS). Beckley staff closely assess where their children are developmentally, and hold records to support this which are completed at regular intervals. As we use the EYFS to support our findings we can identify at an early stage if a child is not reaching the appropriate milestone and whether or not they may need additional support .

We have a keyworker system in place for all parents to discuss at any stage, any concerns they might have regarding their child's development. All keyworkers will offer support and guidance any time you are concerned, so please do not hesitate to ask.

How will pre-school staff support my child?

Our staff have a range of experience working with children with SEND and we understand the importance of maintaining good communication and partnerships with parents regarding your child's progress.

We ask for key information before each child starts to help us with their interests, skills, likes and dislikes etc as well as arranging settling in sessions before the child starts with us officially.

Beckley pre-school has a SENCO trained member of staff. This is Sarah Wyatt. Sarah along with the child's keyworker will implement planning for the child's educational needs if a SEND is identified. The keyworker will carry out specific activities with your child in line with their SBSP (setting based support plan) and any other next steps which may have been identified by other professionals involved with your child e.g EYS, SALT, OT, Physiotherapy etc. Observations and child's progress are recorded on a regular basis for the child's records and for you as parents. Parents will see these on their child's electronic journal "Tapestry" as well as reviewing their SBSP on a regular basis by the settings SENCO.

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

Our learning environment encompasses all the areas of learning in the EYFS to help and enable independent decision making and self selection of activities the children wish to

take part in. In addition we organise specific adult -led activities within our learning environment. We make and adjust the activities so they are accessible to all the children that attend the setting.

Activities are based on the child's interests, through observations, next steps and updated information from parents regarding their children.

We plan, prepare and carry out specific activities for children with SEND according to their SBSP or from next steps given to us by other professionals.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

As already mentioned the children are observed on a daily basis by each child's key worker and by other members of staff too. These observations are used to help assess the child's development according to the EYFS. From these, NEXT STEPS are identified and then carried out during activities in setting and advised for you to do at home as we recognise that parents hold key information and play a critical role in their child's education and development. On the child's electronic journal parents can see what their children have been doing and what their next steps are. Parents can comment on these too and include their own observations and photos from home of what their child is doing or if any new interests have developed.

We are happy to discuss your child's development/progress at any time.

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

The pre-school has policies in place to ensure that safe-guarding, environment, staff activities and resources provide your child with a high standard of care. Staff role model acceptable behaviour, encourage the children to make healthy choices, and help them to express themselves in positive ways according to their development .

Most staff have current childcare qualifications and are encouraged to further their personal and professional development by attending training courses and any other relevant activities or meetings. All employed staff and volunteers undergo a thorough vetting procedure under the government disclosure and barring system to ensure safeguarding procedures are met. Staff to child ratio's are regularly monitored. We have risk assessments in place which are regularly updated and checked to provide a safe environment inside and out. These also include all resource's and any medical intolerances which children might have. Any medicines that have to be administrated are stored appropriately and forms are filled in by both the parents and member of staff to say how and when they were given and are witnessed by an additional member of staff.

We teach the children about personal hygiene, the importance of eating heathy, physical exercise and respecting each other. Staff have taken food and hygiene training courses.

We have good relationships with parents and encourage you to tell us if any circumstances have changed or if anything has happened that may mean your child needs more support. This may just be for a particular day or for the foreseeable future.

According to our behaviour policy, any behaviour that is of concern will be discussed with you. We will agree what next steps should be in recognising triggers and confronting the behaviour in a constructive, positive manner.

What specialist services and expertise are available at or accessed at the setting?

We believe in a strong multi - agency approach is an effective way to support a child with specific needs. This is why when necessary we work closely with outside professionals such as EYS (early years service), Speech & Language, Occupational Therapists, Health Visitors, Family Support Service, Physiotherapists amongst others. We encourage these outside professionals to observe and interact with the child in setting as well as at your home or at their place of work. To get a full picture of the child and their needs. We attend any necessary meetings if needed.

What training do the staff supporting children with SEND have or are having?

We have one member of staff who is SENCO trained and attends the refresher every two years as they are required too. Also the manager and/or SENCO attend Inclusion update meetings 3 times a year. Staff are qualified in paediatric first aid and have good knowledge of children's development. Staff have previously done Makaton training. We actively promote continuous professional development and will seek out training in any specific areas that are required.

How will my child be included in activities outside the pre-school, including external trips?

You are given written information about any trips/outings in advance. They will be discussed with you and you will be able to attend if you wish too. We ensure all staff/child ratio's are adhered too (1:2) on trips. We will ensure extra staff attend if an individual child needs more support due to their needs or if they require a 1:1. Thorough risk assessments are done (if applicable) and a preliminary trip by the manager or deputy will take place to ensure accessibility and any risks at the location. Parental consent is always requested for any activities outside of the setting.

We make use of the outside area at the front of the hall and we also have a field out the back. We assess if any changes need to be made for any child at our setting .

How accessible is the setting environment?

Beckley Pre-school is a pack away setting in Beckley Village hall. All equipment is set up each day so the learning environment can be altered depending on the day's activities or accessibility for any child who attends.

The hall has a large car park that wraps round the hall to the back so has plenty of parking, there is no specific parking bays laid out though . There is a ramp or steps that access the main doors to the hall and double doors that can open if need be. Both halls are on one level, we use the larger of the two for pre-school. There is a disabled toilet and sink in the foyer of the hall . There are double doors to the main room/hall we use. The hall is very large and spacious and has a wooden floor. We use the garden area out the front which can be accessed through double doors . We have a path out the front leading onto an astro turfed area. We have a moveable ramp to help wheelchair users from the path to the turf to access the flower beds and digging area plus sand pit we have. The garden can also be accessed by the carpark, there is a lockable gate out the front. We have access to a field out the back behind the village hall . This is accessed through the car park and over a small bridge (wide enough for wheelchair use) we would use our moveable ramp to aid this if needed. Staff would help the child up to our facilities once on the field.

We use visual aids around the setting to help support SEND children and their families.

How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of educational life?

Before you start you will have received and read through our prospectus which has valuable information about the setting such as the daily routine, online learning journals, staff etc

We will organise settling in sessions for your child to attend, so you can all familiarise yourselves with the setting, the other children, the staff and your child's keyworker as well as discussing the information you provide on the registration form and " all about me " information about your child on their online journal.

We will find out what your child's interests or favourite toys are so they have something they enjoy or are familiar with to help them settle in. Also if they have a " comforter" they are welcome to bring that in to help with the settling in process. We have a 'wow' board where all children can see their keyworker groups. A picture of your child's keyworker will go on their online journal for all the family to see at home and talk about.

If your child is moving to another setting , we will liaise with your child's new keyworker to keep your child's routine consistent and to share all relevant information with them. This will include a summary of your child's development in each area of learning in the EYFS.

If your child is doing two or more settings we use a contact book to share all relevant information with them.

When it is time to move onto Primary school we arrange for the teacher to come and visit the setting. Its important to see the children in a familiar environment that they are comfortable in. This is also when the teacher can spend time speaking to your child's keyworker. We have good links with the village Primary school and have links with other schools in the area too. We liaise with your child's Primary school/teacher to organise " transition sessions" to their school. We send a summative record of your child and other relevant paperwork needed to your child's new teacher ready for their start to Primary education. We do activities in the setting to start getting them ready for Primary school e.g, school clothes dressing up, stories of going to school etc

We are always available and happy to talk to parents and listen to any concerns they have about impending transitions .

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

Once a child's individual needs and interests are recognised, the keyworker & SENCO can prepare activities and resources to meet their needs. We will work with any other professionals involved with your child to seek advice, expertise or to obtain any specialist resources that your child requires . If needed we can apply (if applicable) for a grant to help us provide materials, equipment and staff training to support your child while at our setting.

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

Through discussions with you initially and then with the regular observations and assessments

carried out by the child's keyworker we will identify what type of support the child needs. The keyworker will discuss this with our settings SENCO and the child's parents and a SBS (setting based support plan) will be set up to monitor the child's development in a particular area. This will be monitored regularly by the keyworker and the SENCO and adjusted as and when necessary. Parents are involved at all changes. If we feel your child needs extra support we would refer them to the Early Years Services. These will assess and coordinate with relevant professionals and from this an effective plan of support will be put into place for your child.

How are parents involved in the setting? How can I be involved?

From the start parents and families are encouraged to be involved, as we actively want to work as a partnership to ensure the best possible start to the child's education and development. From giving us the information at registration and settling in, to your input through comments, home observations and photos, wow moments on the children's online journals. Supporting next steps at home as well as in setting. We provide daily feedback to parents and are always available for any questions, concerns, support or to discuss the child's development. We welcome help at special events we hold during the year.

We are a committee run setting, parents are encouraged to join the committee if they wish and to attend committee meetings to be involved in the running of the setting. We hold fund-raising events throughout the year which you can be actively involved in, either with helping preparations, coming up with ideas, helping on the day or just general support.

Who can I contact for further information?

Please feel free to contact the setting at anytime either by phone or e-mail. You are always welcome to come and visit the setting to discuss any matters.

Katie Appleton-Manager/Safe-guarding Lead

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