



Cuckfield Preschool SEND Offer

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

- Each child has a 'key person', who will take a particular interest in their progress and will get to know and build a good relationship with parents/carers and the child. A high staff ratio means they will always be available to discuss any concerns.
- There is on-going observation of all children by the staff team.
- All staff are trained and experienced – they have a sound knowledge of the stages of development enabling them to recognise if children may need extra support.

2. How will early years setting staff support my child?

- Following discussions between the SENCO/INCO (Special educational needs and Inclusion Co-ordinator on the staff team), the child's key person, any other agencies currently working with the family and, most importantly, the parents/carers, an individual Plan (sometimes called an IP) will be drawn up.
- This plan will take into account the stage the child is at currently, their particular interests and include strategies to enable them to progress.
- All the staff team will work with the child under the guidance of the SENCO/INCO and the key person.
- There will be ongoing evaluation to ensure the child is able to access all resources and activities the setting offers and that the parents/carers feel supported and included in all decisions relating to their child. The IP will be reviewed regularly to ensure the child is being supported to maximise progress.

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

- An individual plan will be put in place as discussed above.
- Other professional agencies will be involved where needed. These might include, for example, the child's Health visitor or an early Years Advisor.
- On-going observation and assessment in the setting, linked to the child's learning journal will show the stage the child is at and the most appropriate next steps in their development.

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

- A high level of staffing at each session means parents/carers can have an informal discussion or make a more formal appointment with their child's key person at any time to discuss how their child is doing – the actual timing can easily be arranged to suit parents eg early in the morning before a parent goes in to work. If preferred contact can also be made by email or phone.



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- Staff development and training ensures a sound knowledge of child development enabling staff to assess a child's progress.
- On-going observation and updating a child's learning journal.
- The setting works closely with local children's centres where there are opportunities for parents to join courses to help them support their child's learning and development.

5. What support will there be for my child's overall wellbeing?

- Pastoral care and social support will be led by the child's key person, with the support of the whole staff team and other professional agencies as required.
- Medicines can be given in the setting if required. Training can be arranged if it is necessary for a particular method of administering medicines.
- Further medical support to enable the staff to work with more complex needs can be accessed.
- A high staff ratio, regular risk assessments and strict procedures (eg who a child may go home with) will ensure children are in a safe environment.
- Staff will always be happy to explain procedures and discuss particular concerns.
- All children will be encouraged to contribute their own views either verbally (such as to their key person or during circle time activities) or non-verbally using visual aids such as a 'choice book'

6. What specialist services and expertise are available at or accessed by the early years setting?

- Within the setting – all staff hold an appropriate childcare and education qualification. In addition there is a programme of ongoing training in different areas including the following: SENCO/INCO training, courses in communication and sign language, planning individual plan courses and courses covering different areas of learning such as physical play and creative activities.
- Outside professional agencies accessed by the setting (always with parental consent) include:

Health visitors, Early Years Advisors, Speech and language professionals, Portage staff (they may be supporting younger children in the home), the developmental clinic team including educational psychologists.

7. What training are the staff, supporting children with SEND, had or are having?

- All staff have an appropriate childcare and education qualification or are in training
- Training in all areas of learning such as physical play and literacy.



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- Training in all areas of communication including 'Lets get Talking', Makaton sign language and use of PECS (Picture Exchange Communication System)
- Training in behaviour management.
- Specific training for SENCOs including working with specific disabilities.

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

- Advance planning of any trips including risk assessment will ensure strategies are in place so all children can partake.
- A high staff ratio on outings to support all children.
- Specialist equipment can be accessed and used as necessary eg wheelchair.
- Discussion with parents/carers in advance so they can highlight any areas of concern.

9. How accessible is the early years setting environment (Indoors and outdoors).

- The setting is fully accessible inside and out, including disabled toilet facilities. An accessibility audit is available.
- Visual aids such as visual timetables, signing and PECS are in use.
- There is a possibility of investing in a Hearing loop in the future.
- Translators can be accessed through West Sussex County Council if required and dual language books are used in the setting.

10. How will the early years setting prepare and support my child to join the early years setting or transfer to a new setting/school?

Joining the setting:

- All children are offered one or more visits to the setting with a parent/carer before they take up a place. They can stay for a whole session or as long as they wish and if more visits are required this can easily be arranged.
- A gradual settling in procedure tailored to the needs of the individual child is decided by discussion between the Manager and parents/carers. This may include starting with short sessions if appropriate.
- Information supplied by parents/carers such as the 'All about Me' form helps staff ensure resources are appropriate for children joining. For example it helps a child to settle if their favourite activity eg trains, is available when they first join.

Transition to school:



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- Reception staff of all the schools children will attend are invited to visit the setting in the summer term.
- A transition meeting will be arranged between setting staff and school staff with other agencies such as Early Years Advisors if appropriate, to discuss how best to support a child.
- Extra informal visits to school may be arranged during the summer term, with a member of staff from the setting.

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

- Discussion between the setting Manager, SENCO/INCO and the child's key person with parents/carers will highlight the areas where extra resources may be required.
- Important consideration is given to the staff: child ratio in the setting to ensure an appropriate level of support for a child.
- Purchase / loan of specialist equipment and resources can be arranged. The local children's centres with which the setting has close links are able to loan much specialist equipment.
- There is a training budget for staff to ensure a well- trained team with specialist skills for children needing extra support.

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

- Initially there will be discussion between the SENCO/INCO, the child's key person, parents/carers and any other professional agencies involved eg speech and language specialists.
- Review of the child's individual play plan will show how progress is being made, which 'Next Steps' would be appropriate and whether the child would benefit from additional support at this stage.
- Parents/carers will be involved at all stages and their report on progress at home is key to any decisions made.
- The Early Years Advisors will decide if extra support in terms of funding for an additional member of staff for the team at sessions attended by the child would be beneficial.

13. How are parents involved in the early years setting? How can I be involved?

- The setting has an Open Door policy encouraging the involvement of all parents/carers with safeguards in place to ensure 'confidentiality' is maintained at all times.



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- Practical ways to be involved include among others helping the staff for a session, sharing a skill with the children eg playing a musical instrument or making cakes for a fund raising event. Joining the fund raising committee is encouraged

14. Who can I contact for further information?

Please see contact details below for phone numbers etc

- The Manager would be the first point of contact for information. They would be able to refer you to other staff if necessary or arrange an initial visit.
- To enrol your child to join the setting the first point of contact would be the Enrolment Secretary.
- The local Children's Centres have general information on early years care and education and details of talks and courses to help you support your child.
- The West Sussex Family Information Centre also has general information and would be the point of contact about the Free Entitlement (Government funding for all 3 or 4 year olds and some 2 year olds)

Contact Details

Setting phone number – 01444 450438

Setting Website – www.cuckfieldpreschool.co.uk

Setting email address – manager@cuckfieldpreschool.co.uk

Enrolment secretary email – enrolment@cuckfieldpreschool.co.uk

Children Centre - 01444 255490

West Sussex Children's Information Centre – 01243 777807