



Joeys Pre-School

Local Offer

Ofsted Registered Setting - Furnace Green EY440736
Ashburnham Road, Furnace Green, Crawley, RH10 6QZ

www.joey-preschool.co.uk

Joeys Pre-school values the abilities and achievements of individual children and endeavours to provide the best possible environment for learning and development for every child with in our care.

1) How does Joeys preschool know if child needs extra help and what should I do if I think my child may have special educational needs or disabilities?

Staff at Joeys preschool complete ongoing observations of all children in our care then link these with the Development Matters Ages and Stages we can keep an up to date progress review. This, along with the 2yr progress check can help us identify individual needs of the children.

We operate a Key Persons system, with each child having a Key Person allocated to them during the 6 weeks from their start date. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's Key Person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Our trained SENCO (Special Educational Needs Coordinating Officer) can offer advice and support to the Key Person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary with parents' permission. Support and advice from the West Sussex FIRST (Facilitating, Inclusion, Reflection, Support and Training) This team's advice can be sought with parent's permission and is run by the Early Childhood Service, whom aim to help early years and childcare practitioners, provide the best possible experience for all children with Special Educational Needs in their settings.

Reports from health care professionals such as health visitors and speech & language therapists identify children's individual needs. Our preschool welcomes parents and professionals, sharing these reports with them in order to plan appropriately to meet individual needs.

2) How will Joeys Preschool staff support my child?

During our settling in sessions the Lead Practitioner, SENCO and parents share information about the strengths and needs of the child. We offer additional settling in sessions if required - the child will always be at the heart of all we do. We work with the parents and support the child together.

Observations, listening, assessments, evaluations all contribute to Individual Learning Provision Plans (ILPPs). We will listen to you as well as your child. Our SENCO will explain how children's individual

needs can be met by planning support using an ILPP. The Key Person will work with the SENCO to oversee the ILPP targets for your child. (The Key Person will be with your child, if not then the SENCO would be present) They will identify individual needs and plan next steps, accessing additional support from others where necessary e.g. Speech and Language Therapist, (SALT) or applications for additional funding. ILPPs will be reviewed with parents.

The Key Person's role will foster relationships with and understand the individual child. Our SENCO will maintain an overview of experiences, progress and will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

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

Staff in your child is based in will get to know the child through meeting the parents during their initial visits to preschool. Communication is vital between parents and staff to support the child's care and wellbeing.

Once a Key Person has been chosen they will regularly liaise with the parents. During the initial meetings between parents and staff the parents will be asked to fill in 'all about me' form. If the children are older parents can discuss the questions or encourage them to draw pictures.

On-going observations are used to establish a starting point. Potential key person's will observe the child for the first few weeks until the child forms a bond with a particular member of staff. These observations will then enable the child's allocated key person to determine their 'starting development stage' which forms part of their Learning Journal, which is linked to the EYFS ages and stages of development. Activities, experiences, routine resources and provision are planned for the individual.

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?

Joeys preschool invite new starters for warm up sessions before their planned start date where possible to establish relationships between parents, child and staff before joining our setting. We have in place an assessment system for all children such as ongoing observational assessments, two year progress checks and next steps which are completed every quarter. Each method of observation and assessment is linked to the EYFS ages and stages of development. Each child also has a learning journal file which is accessible to parents at all times.

We supply each child with a folder containing a home contact book, where we are able to share information about your child's day. Such as care routine's and activities they have taken part in during their session. This provides a valuable communication point for key person, parents, child and any other carers such as childminder's or another early years provider.

Joeys preschool has an 'open door' policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as they are key to building parent partnerships and to help progress children's development. E-mails or telephone calls can be used to communicate with parents during the day if the parent prefers.

Within the our preschool there are communication systems in place, for example; parents 1:1 meetings with key person to discuss next steps for their child, daily conversations with the parents when they collect / bring their child to nursery, quarterly newsletters and regular e-mails and phone calls. Children's learning journals and planned next steps in learning are shared with parents at their request and at parent's 1:1 meetings. ILPPS are reviewed every 12 weeks in line with next steps (ILPPS – are a detailed plan to assist the child's development) The Nursery SENCO and Key Person will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within preschool. This will occur at parent's meetings or ILPP reviews. If your child has particular identified needs the Nursery will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.

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

The staff approach is inclusive, positive and welcoming to all. On joining our preschool we provide parents with welcome pack and All about me forms are given to parents to complete to help practitioners meet the individual needs of the children. All about me forms need to be reviewed at regular intervals as children's needs change as they develop/change in their home life. This also promotes parental involvement. Policies are shared with all staff and parents and a condensed version of main policies are with in our welcome pack.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The Key Person builds relationships with child and family and they provide personal care respectfully to all children.

During the daily routine visual time tables are used to support children in understanding routine. Older children are supported to manage their own personal care and manage risks for themselves. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children.

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

Staff regularly attend child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs: Family Centres, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Portage Worker.

Within our preschool there is a trained SENCO who attends training/network meetings to keep up to date. With parent's permission advice can be sought from the FIRST Visiting Team who provide extended information in the relevant need and can support by advising of different materials/strategies that we could use to support children further.

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

Our SENCO completes regular SENCO training. We also have a member of staff who is there for support in the absence of the SENCO who has also attended SENCO training. The SENCO attends meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through staff meetings. Further courses such as behaviour training, equality, diversity and inclusion training, communication and language training have been attended by other staff members. Some staff members have attended training linked to specific needs.

8) How will my child be included in activities outside and on trips?

All activities will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive. We also draw on support of parents during such activities or trips we plan.

9) How accessible is Joeys preschool environment (Indoors and Outdoors)

Joeys preschool is accessible to all on the ground floor, toilet/changing facilities are available. All policies and procedures are current and reviewed regularly. We provide multi-sensory experiences as part of our core provision. We provide sensory play equipment and use visual aids. Bi-lingual staff maybe employed - signs, posters and pictures with notes are used around our setting. Again we also draw on our parents valuable help and support to help all who use our service.

10) How will Joeys preschool prepare and support my child to join the setting, transfer to a new setting/school

Joining Joeys

When joining Joeys preschool we offer warm up sessions to help your child start to familiarise themselves and build relationships with key members of staff and get to know their environment. Staff liaise with parents; and parents complete permission forms and “all About Me”. Staff observe children for the first few weeks until a child bonds with a Key Person. The Key Person will form a relationship of trust, support with the parent and the child during these sessions and will discuss “all about me” forms which will help the practitioners identify the children’s needs, interests and to discuss if any agencies are involved in the child’s development.

If required, staff will attend training related to a child’s needs before they attend our setting. Meeting with the Health care professionals will help the child’s transition into the setting. Ensuring any relevant documentation is shared in the preschool if necessary, e.g. All About Me forms, previous ILPPs, paediatric reports, to ensure appropriate planning is in place. Parents and the Key Person should agree a consistent approach to ensure continuity of care from home to preschool.

Transition to school or next setting

If a child is transitioning to school, staff liaise with the school and invite the teachers to see the child at preschool. The Key Person and SENCO are available to attend meetings and share targets on ILPP and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journals, ILPPs, and other relevant documents are passed on to the receiving setting with parental permission. Photo books are created of the new setting /school that the child can share with parents / Key Person on a regular basis before the move. The use of role play with school uniform, books and lunch time practice is a good way to help a child become familiar with new routines.

11) How are Joeys preschool resources allocated and matched to children’s special educational needs?

Inclusion funding and Two year old funding can be applied for to support the child being included in the setting. Delegated budget will be used to provide additional resources or to adapt existing resources where reasonable practical.

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

Decisions made about how much support a child will receive is monitored through observations made by the Key Person of the child in the preschool and then discussed with parents, SENCO and Lead Practitioner. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. The FIRST Visiting Team will offer support, advice and funding, where necessary with the aim of enabling the child to become independent within the environment. On-going partnership between parents and preschool and other professionals involved with the child/family will support the decision making process. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the preschool and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within preschool. The ILPP will be written with parents and will include how parents can support their child at home. Staff meetings within the preschool will ensure all staff working with the child knows the child’s need and how to support them.

13) How are parents involved in discussions about and planning for my child's education?

Parents are involved from the initial visits at Joeys when they register their child. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including Individual Learning Provision Plans (ILPPs) and reviews. Their child's learning journal is always available to parents.

14) Who can I contact for further information?

The first point of contact within the Preschool is your child's Key Person. Our preschool's SENCO and Lead Practitioner will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children family centre, the inclusion officer and Speech and Language Therapist (SALT). Staff at Joeys preschool, with parental permission can contact the West Sussex FIRST Visiting Team.

We hope this has given you an insight in to how we would endeavour to help and support you and your child, should you wish to join us at Joeys Preschool.

For more information

Please call: 07976518253

(Between 9am-3pm Mon, Tues, Weds & Thurs)

Email: enquiries@joeys-preschool.co.uk