**9.5 Local Offer – Trinity Community Pre-school**

**Early Years Extended Local Offer Response**

1. 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?

At Trinity Pre-School you can speak to any of our staff if you have any concerns about your child. However Tina Mawhood is our co-ordinator for special education needs and disabilities.

If your child has an identified special need before joining Trinity, Tina will work with you to ensure that anything that needs to be in place will be (e.g special equipment or staff training) before your child joins us.

Your child’s key person will work with Tina to continually monitor and review your child’s development and progress in the setting, through the Early Year Foundation Stage (EYFS) framework, taking appropriate action and professional advice if needed.

2. How will setting staff support my child?

Your child’s key person will develop a strong bond with your child and with you. Your child's development and progress will be shared and discussed during staff meetings and with the named SENCo (Tina Mawhood) so that all staff can support on a daily basis.

Tina and your child’s key person will ensure that you are closely involved at all stages and notified when/if we liaise with other professionals.

3. How will I know how my child is doing?

You will be given verbal feedback on your child’s progress on a daily basis by your child's key person. You are always welcome to discuss your child’s progress more formally through scheduled meetings with the key person, SENCo and Manager, Jo Ager. We will also review your child’s progress through evidence collected in their learning journals. Their progress is tracked against age appropriate expectations set out in the EYFS. We are always available to speak to you about any concerns you may have.

4. How will the learning and development provision be matched to my child's needs?

When your child starts at Trinity we carry out baseline assessment activities and decide on an appropriate curriculum banding for your child in the 7 areas of the Early Years Foundation Stage curriculum. Activities are planned to match these expectations and your child's engagement and performance is observed. Adjustments are made as necessary.

With parental permission we will follow advice from other professionals on how to support your child’s particular needs and Tina will ensure training is accessed for other staff where possible to support your child's learning.

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

With parental permission we will involve other professionals (e.g Health Visitors) to ensure we support you and your child in all areas of their development.

We provide a caring and happy environment and encourage our children to care for themselves and each other. We encourage our older children to befriend younger children.

We will undergo any specific medical training that your child may need such as Epi pen training. We will administer medication along the same guidelines as our main policies and procedures. Permission in writing by the child’s GP or paediatrician will be sought and a healthcare plan will be completed.

We have a ‘Promoting positive behaviour’ policy and use the ‘Hertfordshire Steps’ approach, however if specialist help is required we can request the support of the Area Inclusion Development Officer – Julie Carroll .

All staff have a positive approach to all children’s individual learning and development and are sensitive to their needs. Unacceptable behaviour and testing boundaries is often part of growing up and we will work closely with you to put strategies in place to support and enhance your child’s positive behaviour.

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

Tina Mawhood has many years experience in the SENCo role and has worked with children with speech and language delays, behavioural difficulties and autistic spectrum disorders. She works closely with Julie Carroll, our Inclusion Development Officer.

With parental permission we work with a range of agencies, such as advisory teachers, psychologists, Health Visitors, speech and language therapists and GPs. We are happy to work with any agencies that are needed for any individual child.

We have a good relationship with our feeder schools mainly SS Alban and Stephen, St Peters School and Alban City School. This will make the process of moving to a new setting easier for you and your child.

7. What training and/or experience do the staff, supporting children with SEND, have?

Tina is our trained SENCO and works closely with the children’s key people. All staff will be made aware of any SEND support plan and associated activities which enable progress to be made.

All staff have undertaken Hertfordshire Steps training and basic Makaton signing courses. Some staff have attended Autism/ ASD training courses.

8. How will my child be included in activities outside the setting?

At Trinity we do not have outings, instead we bring visitors in to our setting.

The only time children are taken off site during setting hours is for fire evacuation drills. In these instances, children are taken, holding on to a lead rope, along Victoria Street to the car park behind neighbouring office blocks.

9. How will I be involved in discussions about and planning for my child's learning and development?

Your child’s key person will be happy to discuss your child’s needs on a daily basis (if more time is needed we can arrange a convenient time for a meeting and if you require other professionals to be involved we can also arrange this)

If outside professionals come to the setting to see your child we try to have a brief discussion at the end of the visit. If this is not possible we would always copy and take time to share any reports with you. Parental consent is always obtained before we refer to any outside agencies.

10. How accessible is the building / environment?

Trinity is accessible from Victoria Street with a ramp to our door, although once inside there are 4 steps up to the toilet and steps out into the garden which is at a level higher than the Pre-School. The garden is all on one level and has artificial grass and paving stones.

We have purpose built toys and equipment at your child’s level which are all moveable according to need.

11. How will the setting prepare and support my child with transitions between home, settings and school?

Before starting at Trinity we can carry out a home visit so staff can meet your child in their home if this is felt appropriate. If a healthcare plan is necessary this can be completed and signed off at this meeting.

We will organise for you and your child to come into the Pre-School for a visit or two prior to their start date.

If your child receives care from another source, we will work with them by sharing learning journals on a termly basis.

When your child leaves us to start nursery or school, we will contact the new setting and invite them to visit Trinity where they will meet the key person and discuss your child's development and progress.

12. How will the setting's resources be used to support children's special educational needs?

All equipment and toys are moveable and can be made accessible. They are age and stage appropriate. However we would seek to borrow specific equipment where needed.

Our ratios are 1:4 for 2 year olds and 1:8 for 3 years olds and over. We have extra staff e.g bank and volunteers that may be available if needed assuming funding for additional staff is successfully applied for and granted.

Specific resources to support sensory issues, speech and language delays, english as a second langauge and social/communication issues are available.

Makaton signs are used during singing time and with individuals where necessary.

13. Who can I contact for further information about the Early Years Offer in the setting?

You can contact the Manager: Jo Ager or the Special Educational Needs Co-ordinator: Tina Mawhood.

*Last updated on 30/4/2018*