

Westwood Smarties Pre-School Local Offer

The **local offer** provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is here to help families, individuals, groups and organisations find information so that you have more choice and control over what support is right for you and your child.

Salford's local offer makes it easier for families to find out about the support that is available for children and young people with special educational needs and/or who are disabled (**SEND**). All childcare and educational provisions are expected to identify and support children with SEND to make the best possible progress.

Westwood Smarties Pre-School is committed to the inclusion of all children. All children have the right to be cared for and educated to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences, develop and learn from each other. We always provide a positive and welcoming environment where children can relax, have fun and are supported according to their individual needs.

Westwood Smarties Pre-School work hard to continually promote and ensure equal opportunities for all children and families are met to the highest of standards. We also provide opportunities for you and your family to be involved with the pre-school activities and in your child's development and progress.



1. What kinds of special educational needs does the setting provide for?

At Westwood Smarties Pre-School we have a highly professional team of staff who take shared responsibility for all children with special educational needs. We provide support for children with a variety of needs including all 4 areas of need outlined in the 2015 SEND code of practice:

- Communication and Interaction (Speech and language difficulties and/or autistic spectrum disorders)
- Cognition and Learning (general or specific)
- Social, Mental and Emotional Health
- Sensory and/or Physical (hearing difficulties, visual impairment, physical and medical difficulties.)

Children with medical conditions will have an individual health care plan which specifies the type and level of support required to meet their medical needs.

Our support offers a provision for children to access a mainstream education with appropriate support from other services in Salford.

2. Who can I contact for further information?

If you require more information prior to starting at our pre-school you should contact the manager, Jane Abell or the SENDCo (**special educational needs and disability co-ordinator**) Laura Roe on 0161 789 1975 who will be available to discuss your child's needs and your possible concerns/worries about your child starting pre-school. We encourage any parent considering a place at Westwood Smarties Pre-School to look around the setting to ensure that you feel we are able to meet the needs of your child and yourselves.

As a current parent your first point of contact will be your child's key person who may share information with our SENDCo (Laura Roe). Parents are welcome to discuss their concerns at any time in accordance with our open door policy, however, if you feel that the matter needs a more

in depth discussion we can arrange a set appointment to allow you as much time as possible to outline your concerns so the matter can be addressed without delay.

Salford council also provide other services that may be of use to you, for instance Family Support – Early Intervention and Prevention (EIP).

The full local offer of services available in Salford can be found at <https://www.salford.gov.uk/>

3. How will the setting help my child settle in?

Children develop in individual ways and at varying rates and that is why at Westwood Smarties Pre-School we offer a settling in procedure that is flexible to meet those needs. Friendships and relationships are very important part of your child's development. At Westwood Smarties every single interaction is based on a caring and respectable acknowledgement of the feelings of the children's and their families. At Westwood Smarties we aim for children to feel safe, stimulated and happy children-and-families/local offer for children and young people with SEN or disabilities/in their surroundings and to feel secure and comfortable with all staff in the absence of their parents. We also want parents to have confidence in both their children's well-being and their role as active partners, with the child being able to benefit from what our setting has to offer. We support parents and carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.



The staff at Westwood Smarties will work in partnership with parents to settle their child into the setting environment.

Methods we may use:

- Before a child attends pre-school, we use a variety of ways to provide the parents/families with enough information for them to be able to make the right choice for their child. These include verbal and written information (phone conversations, face to face conversations, reading our prospectus and policies), an invitation to visit our pre-school for a tour and to chat to our staff (we do have an open door policy so please feel free not to make an appointment if you wish.)
- Introductory visits are encouraged with the parent and child to enable the child to become more familiar with the setting and staff, while having the support of their parent/carer who stays with them. During these visits we will discuss the Development Matters, explain our record keeping system and any additional information regarding your child's health and development are recorded so we can tailor make your child's visits to meet their needs.
- Parents are provided with a 'Learning Journal' page to write down information regarding your child's needs such as their likes/dislikes/favourite toys and special instruction to comfort your child should they become upset.
- We also use a one page profile for children with identified additional needs prior to starting with us. This profile tells us the child's likes/dislikes, what makes them happy and sad and also how they want to be supported.
- When you child starts to attend our pre-school we are able to use all the information provided by yourselves and/or other outside agencies to decide on the best possible way to help your child settle into pre-school. Some things to aid this transition could be the use of social stories, visual aids, specialist equipment, training for staff and attending any

meetings necessary before your child attends to gain the best knowledge of your child's needs.

- Your child will be allocated a Key-person before your child starts at pre-school. A key-person has a special responsibility for working with a small number of children, giving them the reassurance to feel safe and cared for and to build a good positive relationship with the children's families too. The key-person will be your first point of call if you want to discuss anything about your child. This person will help your child to become familiar with the setting, confident and happy to play and learn in a new environment whilst ensuring this is done at the child's pace and level of need.
- Prior and during your child attending Westwood Smarties Pre-School we always welcome parents with a cheerful greeting at the door. Parents tell us that we are very friendly, approachable and knowledgeable. By having an open door policy we feel this underpins the relationships we are able to develop with parents/families. Parents feel that we support them and we have a homely environment. Please see our website for more parent comments. <https://www.westwoodsmarties.co.uk/comments>

4. How does the setting know if children need extra support and what should I do if I think my child may have a special educational need?

When a child first starts at Westwood Smarties, we provide settling in sessions and this is the initial opportunity for the parents to identify any needs or concerns they have so that we can provide the appropriate support for your child. The parents and key-person will complete an initial starting point of development form on this settling in session to identify any concerns.

At Westwood Smarties Pre-School we have proven experience and pride ourselves with the ability to identify children requiring extra help. Every child is an individual and our staff are experienced in observing and assessing the next steps for children. Your child will be allocated a key-person who is responsible for your child's development. Their role is to develop a close trusting relationship with both children and their parents/carers. They will carry out regular observations, assessments and will monitor the child's progress. The key-person uses a host of assessment tools e.g. 2 year old development check, Wellcomm, Development Matters, sensory assessment, observational reports and termly reports. These assessments are shared with parents who are encouraged to add their comments. We then implement a joint approach. This helps to identify areas of a child's development which may require extra support and further assessment. If a parent has raised any concerns regarding their child's development/behaviour or a member of staff has notified the SENDCo, a meeting will be arranged with parents to discuss the child's needs. If necessary, a Play plan will be created with clear SMART (specific, measurable, achievable, realistic, time based) targets which will be reviewed every 6 weeks.

Laura Roe (SENDCo) has a very good relationship with the settings area SENDCo who provides our pre-school with extra help, support and advice for all our children. The area SENDCo will visit our pre-school, meet the children we may have concerns about (with the parent's consent) and help to implement the right strategies or suggest other outside agencies which may help.

Where children need further support and specialist advice, consent will be gained from the parents to seek further advice from outside professionals. This process is known as the 'graduated approach' and it ensures the support is effective:

- Access – this involves taking into account all the information from discussions with parents, the child, key person, SENDCo, outside professionals and assessment data.

- Plan – this stage identifies the barriers to learning, intended outcomes, and details what support will be provided.
- Do – providing the support
- Review – measuring the impact of the support and considering any changes that need to be made.

This is a continuous cycle and all those involved are always part of the process.

5. How will the setting support my child?

Your child's key person will work in partnership with both you and your child. We fully encourage you to share information regularly with the key person. The key person and SENDCo will be regularly carrying out specific observations to identify the correct additional support required. We will involve you every step of the way and invite you to regular meetings where you will be included in the decision making of what aims for development are set for your child. If required and with your permission, we can make referrals to other professionals such as the Early help team, speech and language therapist, community paediatrician and other professionals. The manager and SENDCo will oversee the planning for your child. It is the responsibility of the manager and SENDCo to liaise closely with parents and outside professionals to create a realistic plan to support the needs of your child. Any assessments and reports made by other professionals are sent to the SENDCo and are incorporated into your child's play plans. There are 2 targets sometimes 3 relating to their needs which will be assessed and reviewed the SENDCo. When targets are achieved then new ones will be set or existing targets maybe altered to meet the needs of the child. Your child's key person will work on these SMART targets with your child on a 1:1 or in a small group. Every 6 weeks the targets are reviewed with the SENDCo, key person and parents. We are an inclusive setting and we will make any reasonable adjustments prior and during your child's time at our setting. Our setting is all on one level, has disability access in every room, we have a separate sensory room and we do use specialist equipment recommended by professionals such as Occupational therapist and physiotherapists. If the child's additional needs are more severe and/or complex then an Educational Health Care Plan (EHCP) will be completed. This will be completed by all professionals involved with your child and you and your child will be involved in the entire decision making along the way.

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

At Westwood Smarties pre-school we follow the national curriculum, Development Matters. The key person, through talking to you, your child and through observations, will get to know what your child's interests are. These observations will also highlight how your child prefers to learn. Then using the Development Matters, activities are planned each week which are adapted to your child's way of learning and focuses on their interest. Some children may need a more targeted approach to learning and in this instance we will use a document called the 'Developmental Learning Journal' alongside the Development Matters. If your child is on a play plan, the curriculum will be incorporated which will be specifically designed for the individual child. We will also adapt our environment and funding can be applied for, to ensure that it is best suited to the needs of all children. Westwood Smarties is all on one level with disability access to all our rooms. Funding can be applied for so that additional resources and/or staff can be implemented to support a child in a 1:1 or a small group.

7. How are the settings resources allocated and matched to children's special educational needs and disabilities?

We are able to apply to Salford council for additional funding for individual support for your child such as employing a member of staff to work closely with your child if needed or we can apply for a specialist grant to purchase specialist equipment. Although each application is carefully considered, we cannot guarantee that the funding will be approved. You may also be able to apply for the government 2 year old funding for a child with special educational needs and disabilities. Here at Westwood Smarties we pride ourselves on going that extra mile for all our children to ensure they are able to fully access all our resources.



8. How will I be involved in my child's learning?

We pride ourselves on building strong parent partnerships. We operate an 'open door' policy and all staff are available to parents before and after pre-school. We invite parents in every term to discuss their child's progress. We value parents sharing their knowledge about their child's needs, interests and progress and these informal meetings are a great way of sharing this information. We send out newsletters each term and we have a parent's notice board advertising news and events happening at the pre-school and in the local area. We also have a website www.westwoodsmarties.co.uk Facebook page www.facebook.com/westwoodsmartiespreschool to keep parents and families up to date. For children with SEND, parents will meet with their child's key person every 6 weeks for review their child's play plans and where a child has an educational health and care plan (EHCP) there is an annual review of need, held with parents to which all professionals involved with the child are invited.

9. How accessible is the setting environment?

Our setting meets the duties in the Equality Act 2010 towards individual children. We endeavour to make reasonable adjustments to our environment that may be required to prevent them being put at a substantial disadvantage. We are able to access funding from Starting Life Well to help make these adjustments. Westwood Smarties has disabled access throughout the building and is fully wheelchair accessible. We have 1 disabled toilet in the building. We use visual timetables to assist children with the daily routine and communication. Our setting is all on one level. Risk assessments are carried out and reviewed however, our health and safety officer will carry out daily visual risk assessments prior to opening up each day. Our playrooms are organised and adapted to the needs of the children.

10. What training have the staff supporting children with SEND had? Also what specialist services and expertise are available at the setting?

All staff receive on-going training to ensure their skills and knowledge are up to date with the best practices. We have 5 members of staff trained to Level 3, 1 trained to Level 4, 2 members of staff trained to TA L2 and one of these is currently undergoing training for her L3 childcare educator. We also have 1 volunteer who works part time.

Our staff have had experience of working with many children with SEND including ASD, cerebral palsy, ADHD, joint hypermobility syndrome, speech, language and communication difficulties, challenging behaviour, global learning delay, social and emotional difficulties and hearing impairments are just a few in which our staff have had experience with alongside some bespoke training to ensure the child's needs are correctly supported. All staff training certificates are available to see in our setting. All our staff are qualified within early years and we also have volunteers working alongside our staff, who are able to access all of our

training courses as well. Our SENDCo regularly attends SEND training and feeds back this training to the other staff members. In addition to this, staff have had training on disability awareness and bespoke training of medical issues according to needs of the children in our setting such as intimate care, percutaneous endoscopic gastrostomy (PEG) feeding, cystic fibrosis and Addison's disease. We have frequent visits from a range of professionals who offer guidance, support and advice as well as regular staff meetings and training days, some of which focus on our provision for children with SEND.

Westwood Smarties welcomes the support and advice of other agencies and professionals in providing the very best for our children.

We have support from specialist staff for accessing the curriculum on SEND related needs such as speech, language and communication, listening and attention, as well as behaviour support.

There is a wide variety of support services across education, health and social care providing advice on children with SEND. Our special educational needs and disability policy provides a list of the professionals with whom we have and are working with. Some of these professionals include health visitors, paediatricians, starting life well, early help, speech and language therapy, and family support.

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

Westwood Smarties is an inclusive learning environment that focuses on ensuring all children are supported with their emotional, social and moral wellbeing. This is supported by our clear behaviour policy. We offer settling in visits which will help familiarise your child with our setting. Care routines will be discussed prior to starting pre-school, including nappy changing, sleep routines etc. A well-established key person ensures all children benefit from secure attachments. We feel our caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. We are able to administer prescribed medications, more information can be gained from our medication policy. If necessary, a medical care plan will be implemented and additional training will be undertaken if required. We work closely with health care professionals. Laura Roe has overall responsibility for children with medical needs and will meet with parents, alongside the child's key person and any relevant health professionals, to write a medical care plan. This plan will also outline what to do in an emergency situation.

When your child starts at Westwood Smarties you will fill in a one page profile about your child during the settling in visits which helps to create a holistic picture of your child. This will also include any specific medical needs or existing special educational needs.

Promoting positive behaviour is very important to the setting; we have a behaviour policy and our named co-ordinator is Laura Roe. We will discuss any behaviour concerns with you in order to maintain a consistent approach between home and pre-school. We use reward charts and wow moments for special events that happen when they are not at pre-school, so that their key person can build on the child's learning which further strengthens home to pre school relations. Children are emotionally well prepared for the next stage in their learning as staff provide excellent support to prepare them for their move to school. Our staff will share information about a child's individual needs and level of development through a 'Here I Come' document. This ensures the child's transition is as smooth as possible.

12. How will the setting support my child at times of change, such as moving to a new setting or starting school?

Our aim at Westwood Smarties Pre-School is to ensure a smooth transition between moving into the next playroom and starting at a new setting such as school. We have clear transition procedures for children moving setting which happen during the last half term to ensure the transitions into the next setting/room are smooth. This includes key person taking child to the next classroom and spending time together and being introduced to their new key person, although as our two rooms mix at times, most children are familiar with all members of staff. The key person will pass over all information about your child.

When children move onto school this can be a daunting experience. We work closely with the many schools the children may move to as not all children will move to the same school. We will invite their new teachers into our setting to meet your child and discuss their needs and development. The children will also have visits to their new school which we can do or parents attend with their child themselves. We begin to discuss any children who would benefit from additional transition arrangements early in the spring term so we can ensure a clear transition plan is created. These children will have additional visits to the school and if they have a 1-1 carer they will also visit the setting too. With parental consent all the SEND information we have will be passed onto the school as a starting point for them. All information is passed over to the new setting in the summer term.

Date Reviewed	Reviewed By	Position	Next Review
03/02/2023	Laura Roe	Deputy/SENDCo	As required