



Kaleidoscope Preschool Local Offer

As an early years provider Kaleidoscope Pre-school has a responsibility to ensure that children receive care that enables them to achieve the best possible educational and other outcomes, and become confident young people able to communicate their views ready for their transition to compulsory education. As a setting we have regard to the 0-25 Special Educational Needs and Disabilities (SEND) Code of Practice and have arrangements in place to support children with SEN or disabilities. The following questions and answers outline how we meet those requirements. In order to avoid repeating the same information across the various questions we would suggest reading this document as a whole.

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?

At Kaleidoscope we will welcome all children, including those who have already been recognised as needing Special Education Needs and Disabilities (SEND) support and we will give each child care and support educationally, emotionally and physically to ensure the best possible outcomes for them. This is outlined in our Inclusion policy. We have a dedicated Special Educational Needs Co-ordinator (SENCO) who is responsible for co-ordinating SEND provision for the setting.

At Kaleidoscope we operate within the framework of the Early Years Foundation Stage (EYFS) that supports children's development from birth to the end of the reception year in primary school. The EYFS is made up of seven areas of learning and development. We have a strong embedded system of planning and child monitoring that supports the areas of learning within the EYFS and the learning styles of each individual child. All staff are trained and experienced in observing, assessing and planning next steps for children and each child has a learning journal where goals and achievements are recorded. At the end of a settling in period we undertake a progress check for all children. For those children aged two to three we focus on communication and language, physical development and personal, social and emotional development. For those who start after their third birthday we look at all areas of the EYFS. This monitoring and assessment continues throughout your child's time at Kaleidoscope in line with the EYFS framework. Should your child, at any time, be working outside of age appropriate expectations we will first share our observations with you. A joint decision between you, your child's Keyperson and the SENCO will then be made on what action will be needed to further support your child's development. The first point of contact to raise any concerns you may have is with your child's Keyperson. If appropriate we may seek advice and support from other Early Years professionals.

How will early years setting staff support my child?

Each child is allocated a Keyperson and their details are shared with you as part of our welcome information before your child starts. This Keyperson will work directly with you to settle your child in the first few weeks. In order to maintain a safe and secure relationship

the Keyperson, where possible, will remain with your family throughout your time at Kaleidoscope. The child's Keyperson is responsible for maintaining your children's learning journals with assessments, observations, photographs and developmental targets. Within the setting the staff team has undergone training in SEND responsibilities and there is a dedicated Special Educational Needs Co-ordinator (SENCO) who ensures that staff understand their responsibilities, offers advice, engages with parents and liaises with professionals beyond the setting. Should it be appropriate then the specific needs of an individual child may be shared with other staff members at a staff meeting to ensure that the best care is provided across the setting.

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

Kaleidoscope Pre-school operates within the framework of the EYFS. During the settling in period the Keyperson will begin to understand the individual child's learning style and preferences and will start to make observations about the child in line with the framework of the EYFS. As a setting we endorse child led play throughout our free-flow indoor and outdoor space. We encourage self-selection of activities but also facilitate group and adult led activities to support development. Through individual child monitoring undertaken by the Keyperson, group monitoring and staff feedback meetings individual topics, experiences and activities can be planned to support each individual child's interests and needs.

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

Learning journals for each child are maintained by their Keyperson. Each half term you have the opportunity to meet with your Keyperson at a focus meeting to share the observations and assessments made at pre-school and agreed planned next steps for your child for the coming term. This is also a good opportunity for you to discuss home life and achievements being made at home. Your child's Keyperson and you can then agree the next steps for the coming half term and how we can work in partnership to support your child's development.

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

The pre-school operates the Keyperson system to ensure that children can learn and develop in a safe and secure environment. A low turnover of staff ensures a consistency of care throughout a child's time at the pre-school. We undertake and review risk assessments on a regular basis and equipment and facilities are assessed daily to ensure safeguarding of the children. All staff have undergone paediatric first aid training and hold a current certificate. We have a procedure for the administration of short term and long term prescribed medication and will implement a medical care plan when necessary. Any first aid treatment or medication given is recorded and information shared with parents at the end of the session. The staff team have had direct experience of working with children with severe food or other allergies, severe eczema or skin complaints, respiratory conditions such as asthma, visual impairments and epilepsy. In all instances the pre-school works with the family and any health care professionals to ensure the best possible care for the individual

child's needs. Where a child's behaviour becomes a concern, again the pre-school will work with the family and relevant professionals to improve the outcomes for the child.

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

At Kaleidoscope we have developed good relationships with a number of professionals such as the local Health Visitors, Speech and Language Therapists, Social Workers, our Early Years and Sensory Support team and the FIRST visiting team. Where, despite having taken action within the setting, a child has not made expected progress we may make contact with the appropriate professionals to begin an Education, Health and Care assessment. This would be done with your knowledge and, where possible, agreement. We may also seek additional inclusion funding to support a child.

We have a strong relationship with our local Children and Family Centre and have found borrowing toys and equipment from the centre enhances our resources and helps us in rotating equipment effectively. In addition the Children and Family Centre Outreach Information Bus makes visits to the setting car-park on a monthly basis to provide information and resources to families. We also share information with families regarding, for example, speech and language drop in sessions and other events taking place in the community.

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

The pre-school has a dedicated SENCO who has undertaken specific training to support children with SEND requirements. In addition all staff undertake training to enhance their own development and the running of the setting. All training is evaluated and key learning outcomes are shared with all staff at team meetings. Training undertaken includes:

General SEND Training

- Getting Parents Involved in Learning
- Inclusion – the role of the INCO/SENCO
- Specialised crafts
- Sensory Play in the Early Years
- Learning and Development for Girls and Boys

Behavioural Training

- Promoting positive behaviour

Speech and Language Training

- Let's Get Talking

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

All parents/carers are informed of any proposed outing and consent is required for your child to take part. The activity or visit is risk assessed beforehand and assessed to ensure

that all children can take part. If appropriate, parental attendance may be sought to support the children during the experience. Wherever possible the staff ratio to children will be at least two members of staff above the minimum requirements within the EYFS.

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

The pre-school building was purpose built in 2010 and offers an environment suitable for small children with low level storage, low level tables and chairs and WCs. All furniture is moveable to allow for a flexible environment based on the needs of the children. The building has been built in line with building regulations for disabled people and has level threshold access, an automatic door, disabled toilet and a ramp to the nature garden. The large garden area is fun and exciting whilst remaining accessible with raised planting beds and a raised pond. Whilst the pre-school is yet to welcome a child requiring access for a wheelchair we are confident we could meet their needs and would actively seek to adjust the setting environment where required.

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

Before your child starts at the pre-school we will send out some settling in information with their Keyperson's details, photos of the setting and details about routines. You are welcome to visit the setting beforehand and meet the available staff. You are welcome to stay for a short time at the start of your child's first sessions to aid settling in.

We have formed a very strong relationship with the local primary school that most of the children transfer to at school age. This has been achieved through a specific, structured transition programme for all our pre-school leavers, called our pre-schoolies group. We make visits to the school with the children and have visits from the Early Years teachers to the pre-school where they have supported specific activities such as a PE session or story-telling. Through our transition programme we have also developed relationships with a number of early years teachers from other schools. Where it is not appropriate for a child to attend our pre-schoolies session we will develop an individual transition programme with those families to ensure a smooth transition to primary school that can include teacher visits and visits to the new school with the child's Keyperson.

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

The pre-school operates wherever possible above the staff to child ratio required by the EYFS. Where additional need is identified the setting will pursue inclusion funding to enhance the learning and development experience for that child. This could be achieved through additional staff resources to provide one to one care or additional training, facilities or equipment to aid learning. The equipment and resources are offered to all children to support their individual learning goals. Activities and learning topics are planned with each child's learning goals and interests in mind.

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

We strive to ensure strong communication links between us and the families of children within our care. This is achieved through regular meetings with parents/carers and an open door policy to allow discussions as and when required. Firstly discussions will take place between you, your child's Keyperson and the SENCO to agree a way forward. If appropriate the pre-school will then seek the support of other relevant early years professionals to support your child. Where, despite having taken action within the setting, a child has not made expected progress we may make contact with the appropriate professionals to begin an Education, Health and Care assessment. This would be done with your knowledge and, where possible, agreement.

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

The pre-school is a committee led organisation and each family is a member of the organisation. We welcome parent/carer input to the committee and hold an Annual General Meeting in the Autumn Term each year that parents/carers are encouraged to attend. Alternatively we welcome support from families who can expand the learning experiences of the children through learning visits or through helping with the nature garden or at fundraising events.

Who can I contact for further information

For more information, including all our policies and procedures please visit our website, www.kaleidoscopepreschool.org

Alternatively please call:

Lucy Banting, Manager, 01798 343204