

United Reformed Church Pre-School and Nursery

Who to contact

Contact Name

Anne Burroughs

Contact Position

SENCO

Telephone

01582 767578

07786175705

E-mail – senco@urcpreschool.com

Website - www.urcpreschool.com

Where to go

Name

United Reformed Church

Address

Vaughan Road

Harpenden

Hertfordshire

Postcode

AL5 4ED

Other details

Cost(s)

£25.00 Per session

Cost details

We accept childcare vouchers.

Cost(s)

3-4 Year Old Funding?

Yes

2 Year Old Funding?

Yes

Age Range –

2 years to 4 years

Ofsted

Ofsted URN:

123612

Latest Inspection:

Inspection Date	Inspection Type	Inspection Judgement
26/02/2014	EYR Inspection	Outstanding

Local Offer

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 United Reformed Pre-school each member of staff is allocated 'Key children' who are their specific responsibility. The key person will make many different observations and assessments including *the EYFS progress check at age two* and will note areas where the child is progressing well and identify areas where progress is less than expected. If a key person or parent has any concerns about a child's development they will liaise with the SENCo (Mrs Burroughs) who will then arrange a meeting to assess, plan, carry out activities in order to support the child with their individual need.

If a parent feels that their child would need extra care or support when starting our setting we would arrange to liaise with the parents and outside agencies so that appropriate training, specialist equipment and any medical requirements are in place to make the transition as smooth as possible. Your child's SEN may be identified by you as parents, and by a range of services you come into contact with and use, including early years services. Children aged under two-years-old are eligible for an EHC assessment where it has been indicated that your child is likely to have an SEN which may requires an EHC plan.

Once your child is has joined our setting we would continue to work closely with you and any outside support to ensure your children has the best start to their education.

2. How will setting staff support my child?

At the URC we have 2 trained members of staff in SEN, our member of staff that will liaise with parents, staff and any outside agencies is:
Mrs Burroughs

The key person in collaboration with Mrs Burroughs (our SENCo) and any outside agencies will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

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

Each time your child attends our setting you will be greeted by your child's keyperson both at the beginning and the end of each session where she/he will inform you of things your child has enjoyed during the session. They will also be able to signpost you to any events that may help your child.

Should you have any concerns we have a room where we can give you privacy with your key person or the Senco at any time. Parents/carers will be kept updated regularly through usage of our on line learning journal system. (Tapestry) and appointments will be made on a regular basis so that we can discuss your child's progress and so that we can review their learning journal and plan new achievable targets. We have many ways in which we inform you of your child's progress and any relevant information.

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

On entry to the setting you will be asked to complete a "My world" document which together with a home visit will inform us of your child's individual needs and interests. This will enable us to have a clear understanding of what your child enjoys and together with ongoing observations and assessments we can provide appropriate activities led by your child's needs, choices and interests. If necessary, your child will have an individual Support Plan put together for them by yourself, the SENCO and Keyperson based on the child's needs and interests. They may also have an EARLY SUPPORT DEVELOPMENT JOURNAL which shows their development within each key area of learning. In addition to this each child has a learning journal on Tapestry which contains observations, assessments, next steps and photographs of your child's progress, interests and development. You can access your child's Learning journal at all times and we welcome your own contributions and comments to the journal. We will differentiate the curriculum (e.g using visual aids, Makaton) as appropriate and provide High Quality Teaching in order to support your child. The SENCO will seek additional training for staff if appropriate to meet your child's needs.

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

We at united reformed church pre-school and nursery aim to provide a happy and secure environment in which children can learn and develop through play.

Inclusion

We welcome children with special needs to our setting as we find that these children add to the richness of personalities at the pre-school and enable the children overall to experience other children with a range of needs. In order to cater for such children we may need to bring in specialist equipment, outside agencies or training. As far as is possible we include the children in this, explaining to them, for example, why a particular child may require a special support chair, or why another cannot speak or hear them at present. Everyone at the URC Pre-School has discovered that we do not need to learn to just tolerate one another but indeed we gain much from having children from a variety of backgrounds and with a diversity of needs. In order to do this we maintain a high ratio of adults to children. For most of our provision we have a higher ratio than set by the National Standards for Day Care. This helps us to give time and attention to your child, and talk with them about their interests and activities. We will help your child to experience and benefit from the activities we provide and allow him/her to explore and be adventurous in a safe environment.

Behaviour:

All staff, to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's age and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.'

If your child has a long term medical condition which may require ongoing medication we will need to first complete a risk assessment. This is the responsibility of Mrs Burroughs, you as parents and any outside agencies you wish to be involved. Our staff will undergo any training that is necessary to ensure that we will meet their medical needs.

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

At URC we have a built up very close relationships, some on a first name basis with many of the outside agencies in our area. These include the Inclusion Development Officer, Early Years Advisory Teacher, Educational Psychologists, Occupational therapists, Physiotherapists, Speech and Language therapists, play specialists, and outreach workers.

Mrs Burroughs has links with the local Children Centre and liaises on a regular basis. We will be happy to sign post parents to any courses, (e.g. Links behavioural support), clubs, drop in sessions that will help and benefit you and your child.

We have very close relationships with nursery, schools, and encourage them to visit so that we can discuss and support your child's transition

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

Our SENCo, Mrs Burroughs, has completed SENCo training in Early years, has a Gateway Accreditation in SEND in Early Years and attends termly SENCo meetings to keep up to date with the latest information and news. She has worked with children for over 20 years so has a great deal of experience, knowledge and skills. We have one qualified teacher, one member of staff with a level 5 qualification, five members of staff with a level 3 qualification and two members of staff completing their level 3 training. All training includes SEND modules.

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

Your child will be able to participate in all outside activities following a full risk assessment; this will be done with you as parents so that you feel happy that your child is safe. This may include a one -one helper during the outside activity and will be provided by us. But if you feel happier that you as a parent would like to have this role we are willing to talk this through with you.

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

Six week appointments will be made so that we can discuss your child's progress and so that we can review their learning journal and plan new achievable targets. Should you have any concerns before this appointment we have a room where we can give you privacy with your key person and the SENCo at any time. You will be involved in the Assess, Plan, Do, Review cycle .

10. How accessible is the building / environment?

Our setting is very accessible and has regard to the Disability Discrimination Act 2010

We have ramp access to the building and a disabled toilet with changing facilities. We have large rooms so children with disabilities are able to access all areas of the room. All on one level, fully accessible

The garden is accessible to wheelchair users via the gate.

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

In order for your child to be happy to join our setting we may offer the following

- A home visit by the person who will be the child's key person and either the Manager or Mrs Burroughs, to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle.
- Liaising with other settings

Moving from one room to the next

We are fortunate that the children will already know the pre-school staff. The next key persons will make extra efforts to spend time with the children moving on in to their key person group in the half term or before the event

- You are welcome to visit the pre-school room the term before their children start to see what sort of experience your child will be having and to meet the next key person.

Moving into nursery

Should you choose to leave your child with us for their Nursery education

- Towards the end of the term before joining Red Group, your child will have the opportunity to spend a session in the nursery room with their new key person
- Parents/carers are welcome to visit the nursery the term before their child starts to see what sort of experience their child will be having.

Transitions beyond our setting

Other transitions are from the Pre-School to nursery or reception in a school.

- During the half term before school, we will talk in positive terms about the new experience and welcome feedback from children being sensitive to any concerns.
 - We read starting school/nursery stories
 - We encourage your children to talk about their school visits and even to wear their new uniforms to show us
 - We welcome teachers and school staff in to your child and us. If they cannot make a visit we will ring to either arrange a visit to them or have phone a conversation about your child's interests.
 - We can provide extra time for a child that may have additional & different needs in order to make their transition easier.
 - In order to help the your child who is starting school during the last 3 weeks of the term our role play area theme is moving onto school.
- We also have transition books for staff to share with your child.

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

In the setting we maintain a high ratio of adults to children. For most of our provision we have a higher ratio that set by the National Standards for Day Care. We also ask for volunteer parent helpers on outings and special occasions to increase our ratio further. This will enable us to

- give time and attention to your child

- talk with your child about their interests and activities
- help your child to experience and benefit from the activities we provide;
- allow your child to explore and be adventurous in the safety of the setting

All our equipment can be may accessible and differentiated according to your child's need. We have a very good PTA that can provide special equipment should we not be able to access this from a different source like the toy library.

Resources that are used on a daily basis:

Visual time table

- Now and next boards
- Visual song cards
- Resources are appropriate for the stage/development of your child.
- Resources featuring positive images of people, both male and female, from a range of ethnic and cultural groups with and without disabilities
- Makaton

Funding

If your two-year-old, is in receipt of eligible funding including Disability Living Allowance, or who have a current statement of SEN or an Educational Health and Care plan, he/she may be funded. In addition we also take funded three and four-year-olds. These children are entitled to access 15 hours of free early education provision.

Exceptional needs funding

If despite providing suitable support, your child's needs are such that we are unable to adequately to meet them from existing resources, we can apply for exceptional needs funding in certain circumstances

13. Who can I contact for further information

If you wish to discuss your child's needs prior to starting at URC Preschool please contact either the manager Lorraine Robinson -manager@urcpreschool.com or the SENco Anne Burroughs- senco@urcpreschool.com. We will be happy to assist you. Once your child is attending our setting we are available to discuss any concerns you may have or to review your child's progress in a short discussion at the end of the session or by appointment.