



Tiggers Preschool Balcombe

Local Offer

1. 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?

Before your child's starts at Tiggers you will be offered a number of introductory sessions, allowing your child to become accustomed to their new surroundings with you present. During this time you will be able to talk about any concerns you may have about your child's needs or disabilities. If needed, an action plan will be put in place for when your child starts.

The Early Years Foundation stage (EYFS) is a framework that supports children from birth to the end of the reception year in Primary School. It is made up of Seven Areas of Learning & Development and your child will be observed throughout the session, by all staff, to ensure they are progressing towards the Early Learning Goals as defined by the EYFS.

Each child is allocated to a member of staff when they start and this is the child's Key Person. Your child's Key person will keep all the observations in their Learning Journal. Using these observations and the EYFS, the Key Person can make an assessment of your child's progress. They will then write a 'Next Steps of Learning' (NSL) which they will discuss with you. This document enables the staff to track where your child is in the stages of the EYFS and to plan for their Next Steps. The 'Key Person' will assess if your child's development is age appropriate. If they have reason to believe that your child may need extra support to make progress through the EYFS, then they will discuss their concerns with you.

Your child's learning Journal is always available for you to read on request. If you are at any time worried about your child's educational needs or if they have a disability, you should speak to their Key Person or Special Educational Needs Coordinator (SENCO) who will be happy to discuss your concerns.

**See also Policy and Procedures -
INDUCTION**

2. How will early years setting staff support my child?

If a child's key person has any concerns they will talk to the parent and to the preschools Special Educational Needs Co-ordinator (SENCO). They may consider that the child needs extra support. The type of support needed will be discussed with the parent. Support can range from contacting an outside agency, such as your health visitor or a speech therapist, or in some cases an 'Individual Plan' (IP) may be written. An IP is an action plan, produced by the early years setting with involvement from the Parent. It is a document for all staff to follow when working with your child. It should specify what the outcomes are for your child and what additional support is being given to your child, to enable your child to reach those outcomes. When working with your child, staff will make observations, some of which will be relevant to the areas needed on the IP. The IP will be regularly reviewed by the Key Person, SENCO and the parent to ensure that progress is being made. If it is believed that progress is not being made, then outside agencies may be contacted for extra support.

**See also Policy and Procedures -
EQUALITY OF OPPORTUNITY - SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS and DISABILITIES (SEND)**



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

Our Ethos and the ethos of EYFS is that children develop best whilst at play and we centre all our learning around your child's interests.

The Preschool is split up into various workshop areas, Graphics, construction, role-play and book corner to name a few. Each workshop area has been planned for using the EYFS so that your child can learn through play. At Tiggers we have a 'Free Play' system to enable your child to explore each workshop at their own leisure. Staff are available to support, encourage and extend the activity, your child has chosen.

Each child is allocated to a member of staff when they start and this is the child's Key Person. Your child's Key person will keep all the observations in their Learning Journal. Using these observations and the EYFS, the Key Person can make an assessment of your child's progress. They will then write a 'Next Steps of Learning' (NSL) which they will discuss with you. This document enables the staff to track where your child is in the stages of the EYFS and to plan for their Next Steps.

All staff regularly attend planning meetings. 'Key Persons' suggest activities that are suited to their 'Key Children' using their unique needs - 'Next Steps of Learning', 'Individual Plan' (If one exists see question 2) and importantly using what he/she is interested in doing. A plan of Weekly activities is written and your child will be included, with their unique interests and learning objectives planned for. Most activities are open ended, which will allow your child to explore within their own boundaries. Staff are close by to support and extend the activity, allowing your child to learn through play. Some activities are called Focus Activities and these are based on an Area of Learning from the EYFS. These activities are planned so that a child of any ability will be able to access it and work towards their Next Steps, with the encouragement and support of the adult.

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?

Each child is allocated to a member of staff when they start and this is the child's Key Person. Your child's Key person will keep observations of your child in their Learning Journal. Using these observations and the EYFS, the Key Person can make an assessment of your child's progress. They will then write a 'Next Steps of Learning' (NSL). At this stage, the Key person will know if your child is making progress or not. They will arrange to meet with you and discuss strategies that can be put in place to help your child move on and achieve these next steps. You will be given a copy of the NSL and during this meeting strategies and activities that will help support at home will be noted.

To help maintain communication, we use our weekly notice board to share information about planning, events taking place as well as the use of ask me about slips, which are written to share something your child has particularly enjoyed. As well as Wow stars which are completed by the parent/guardian to be shared with the setting.

**See also Policy and Procedures -
WORKING WITH PARENTS/CARERS**



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

Medical support

All staff at Tiggers hold a current paediatric first aid certificate.

All medication is stored out of reach of children and a 'Healthcare Plan' is written for children on long term medication. This is reviewed regularly with parents.

The SENCO over sees all relevant paperwork regarding medical needs and it is their responsibility to insure all staff are aware of procedures when dealing with individual children.

A permanent qualified member of staff will be responsible for the administration of medicines and witnessed by a second member of staff. Should the need for arise for specific training on the administration of medication, or medical conditions, Tiggers will source training. Any medication administered is recorded and parent signs the record at end of session.

Tiggers has had experience of children with serious allergies. In the past, staff have supported children who have been at risk of allergic reactions and have kept Adrenaline injections (EpiPen) for anaphylactic shock reactions (caused by allergies to dust, nuts, eggs etc.) on site.

Staff have also dealt with serious cases of eczema and have applied medication, such as creams and eczema friendly soaps when assisting children to wash hands. We have tried to minimize dust in the room and regularly Hoover curtains and have lino floors with allergy friendly mats.

Tiggers has had experience of children with physical disabilities that cause choking and have prepared foods in an appropriate way for the child.

We have also had experience of children with delayed physical development such as still learning to walk, however these children did not require a wheel chair. (Please see question9).

Tiggers has had experience of seizures, implementing policies and risk management plans. We would be happy, with the relevant training, for staff to administer invasive treatments such as rectal administration of Diazepam (for epilepsy).

Behaviour

Most staff have been on behaviour courses and in house training has been given.

A member of the Tiggers' staff is designated to take responsibility for behaviour management within the setting.

Children with behaviour problems will be given one-to-one support in seeing what was wrong and working towards a better pattern. Recurring problems will be tackled in partnership with the child's parents, using objective observation records to establish an understanding of the cause. An Individual Plan may be put in place and such plan will contain strategies to be used by both adults and the child.

See also Policy and procedures -

SAFEGUARDING AND PROMOTING CHILDREN'S WELFARE

HEALTH /MEDICAL ISSUES (INCLUDING ALLERGIES, INFECTIOUS ILLNESSES AND FIRST AID)

RECORDING AND REPORTING OF ACCIDENTS AND INCIDENTS

HEALTH & SAFETY

ANTI-BULLYING

BEHAVIOUR MANAGEMENT



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

Families at Tiggers are able to visit the Children and Family Centre, information regarding where the Children and Family Centres are and the services they provide can be found on the Tigger's Notice Boards.

Tiggers also works closely with the local Health Visitors at the Nightingale Primary Care Centre. We have also in the past advised parents to use the speech and language drop in clinic at the Sidney West Children and Family Centre Leylands Road, Burgess Hill. The times are always available on our notice board. The Sidney West Children and Family Centre is also our local SEN Hub and we are able to access their specialist support and activities.

We can also access Parent Partnership Services.

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

In order to ensure that the provision of care is coordinated and appropriate, one member of staff is designated as the Special Educational Needs Co-ordinator (SENCO). SENCO will take the lead in communicating with parents and in developing a SEN strategy to address a particular child's needs.

The Special Educational Needs Co-ordinator (SENCO) attends specific training to ensure that he/she is aware of issues around special educational needs and has the opportunity to discuss strategies with other professionals in this field.

However the provision for children with special educational needs is the responsibility of all staff at the setting.

Below is a list of training and conferences, relevant to SEND, that 1 or more staff at Tiggers have attended:

General SEND

SEND Code of Practice and New SEND code of Practice Briefing (as of Sept 2014)

DDA/Equality Act 2010

Introduction to SENCO/INCO

Inclusion Conference (2008)

Inclusion Development Programme Phase 2 and 3

Inclusion training (in house training)

Quality play (National Portage Association)

The Role of the INCO

Including all Children

Supporting Parents of children with additional needs

CAF training known as Early Help

Equality and Diversity

Behaviour

Managing behaviour

Managing Difficult Behaviour

Resolving Conflict

Promoting Positive Behaviour in the Learning Environment



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Emotional Literacy

Resolving Conflicts

Speech and Language

Communication workshop

Say it, sign it Speech and Language

Who's Leading Who Speech and Language

Early Language Development Programme

See Policy and Procedures -

EQUALITY OF OPPORTUNITY - SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and DISABILITIES

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

Parents are advised by newsletter and on the notice board, of forthcoming events, such as Nature walks and we welcome parental input.

We always ensure that all activities can be accessed by all children, including trips outside the setting. All staff regularly attend planning meetings. Your child's 'Key Person' will suggest activities that are suited to your child, using their unique needs - 'Next Steps of Learning', 'Individual Play Plan' (If one exists see question 2). It will be discussed between staff, at the meeting on how the activity can be adapted so that your child can join in. We will also discuss with you and an action plan agreed.

Risk assessments are always completed and SEND would be considered and discussed with the relevant parents.

We ask for as many parents as possible, to help take their children on these trips, due to ratios 1 adult to every 2 children. If the parent of a SEND child cannot attend, then a qualified member of staff will stay with that child at all times.

Any medication currently being administered to any child would be taken with us, along with mobile phone, register and parental contact details.

See Policy and Procedures -

EQUALITY OF OPPORTUNITY - SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and DISABILITIES

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

Tiggers main entrance is through the side door via our level patio garden, which is accessible to all the children throughout the year. Tiggers have a ramp that can be used to enter and access the garden throughout the session, enabling children to make the most of free play opportunities.

Tiggers is wheelchair accessible, at present, there are no disabled changing or toilet facilities, (as the preschool is in the Parish Rooms). However Tiggers will adapt the routines to meet the needs of the children and their care routines. Activities will be adapted to be fully inclusive and accessible to all children, planned alongside their NSL.

Tiggers would be happy to translate our policies and procedures into different languages on request and would endeavour to write parent updates in the same way.

A number of staff have been on basic Say it and Sign it courses.

Tiggers uses a visual time table for the everyday routine and for snack. There is also one for the hand washing routine. We also have various visual sign up around the room for toilets etc.

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



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Before your child starts at Tiggers you will be offered a number of introductory sessions, allowing your child to become accustomed to their new surroundings with you present. We may also arrange a home visit to introduce ourselves. Photographs will be made available for you to take home to enable you to talk to your child about what is going to happen, who people are etc. Your child will be welcome to take home a book and bring it back on the next visit, to try to form a link between Tiggers and home life.

On the start date you are welcome to stay with their child for some/all of the first session if this is necessary to assist the child to settle in. In some cases we use a graduated start and the child may stay for part of the morning, extending it as time goes on. Each child is different.

We will work closely with your chosen school to aid the transfer. School visits will be set up for your child and a familiar member of staff will go along with them. We will endeavour to have the child's new teacher come along to Tiggers and spend some time with them in a familiar setting. A scrap book will be made which can be used at home and in the setting. This will show pictures of for example, your child's Key worker with their new teacher, so that they can understand the changes and similarities.

[See Policy and Procedures -
INDUCTION](#)

11. How are the early year's settings resources allocated and matched to children ' special educational needs?

At Tiggers we have an extensive range of resources available to all children. Your child will be treated as an individual and using their Next Steps of Learning (See question 3), activities will be planned for with your child in mind.

Inclusion funding can also be applied for through the FIRST team. If allocated, this can be used to go towards training for staff, extra members of staff during the session or any other resources that between us we feel we require to help with your child's learning and development. (A dedicated budget is available every year to train staff in the areas we believe need strengthening.)

Other resources can be obtained at the local Children and Family Centre, who offer a Toy Library with sensory equipment and topic boxes.

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

Using the observation process (see question 1), and ongoing partnerships between both you, the FIRST team (if involved) and other professionals working with our SENCO, will support the decision making process.

Together we will write a Individual Plan with outcomes for your child. This will also include how we can support your child at home.

Staff meetings within the setting will ensure all staff working with your child know your child's strengths and needs, and how to support them.

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

The best way to be involved in Tiggers is to become a committee member.

Tiggers is an unincorporated association whose membership is made up of parents of children attending the pre-school and staff. At each annual general meeting (usually held in the autumn term), the members vote in a committee who will take responsibility for the day to day management of the pre-school (certain decisions are reserved under the Constitution to the members). The committee are volunteers, usually parents, who are not remunerated for their time in managing Tiggers.



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Parents can also get involved by signing up to one of our Parent play sessions. A sign-up sheet is available on the notice board. Children love to have their parents stop and play occasionally. It also give you a chance to talk to your child's Key Person and watch your child play in a different environment. Your child's Key Person will be happy to talk over any concerns that you may have.

See Policy and Procedures -

WORKING WITH PARENTS/CARERS

THE ROLE OF THE TIGGERS MANAGEMENT COMMITTEE

14. Who can I contact for further information?

Tiggers Policies and Procedures are available on site and are accessible at all times in the main reception area. If you would like these emailed to you please speak to the Supervisor or one of the Co-Chairs.

Supervisor: Clare Clarke-Jones Tel: 07890022846 email address: supervisor@tiggerspreschool.co.uk

SENCO: Alicia Macey Tel: 07890022846

Admissions and Enquires: Tel: 07531818088 email address: admissions@tiggerspreschool.co.uk

Co-Chairs: Info@tiggerspreschool.co.uk

For more information on the 'Local Offer'

<https://www.gov.uk/government/publications/children-and-families-bill-2013>

http://www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon/what_is_the_local_offer.aspx