



# Humpty Dumpty Pre-school

St. John's Church hall, The Glebe, Felbridge, Surrey. RH19 2QT  
Registered Charity: 1017357



## SEND Local Offer

### Aim

Humpty Dumpty Pre-School is an inclusive setting whereby all families are welcome, no matter what their culture, ethnicity, background or disabilities. We aim to provide good quality care which is consistent to each individual child in order that no child gets left behind.

1. When parents come to see our setting appropriate questions will be asked to ascertain if the child has any known disabilities or medical history that we should know about. If the disability is already known or there are concerns about the child's development, the Manager/ SENCO will work with our Early Years Advisor to put appropriate plans in place before the child starts. All parents are required to fill in an 'All about Me' form giving us key information about the child before they start. The parent and child will be assigned a Key person who will be responsible for the child's learning and development and will be a point of contact for the parent.

Daily observations will be taken of the child's learning and development which is then monitored over a period of approximately 6 weeks. At this point an assessment of the child's overall development along with a written report will be done and the assessment will be discussed with the parents. If the child is 2 years old and is yet to have a 2 year check, this report will be part of that process.

If there are concerns regarding the child's development, a meeting with parents will be arranged to discuss future provision for the child. Some specific observations, (tracking, time sample, ABCC) and completion of an Ann Locke Profile and the Early Years Child Monitoring Tool will be done to implement an ISP (Individual Support Plan) if needed.

Parents will be given a copy of the ISP which will be monitored and reviewed every 6 weeks to track the child's progress.

2. It may be necessary to involve the Early Years Advisor at some point to help with advice and strategies regarding the child. Parent's permission must be obtained before any outside agencies can be involved. In some cases a Pathway Plan or EHCP for the child may be necessary. An Early Help Assessment (EHA) will be completed if multi agency referral is recommended. The SENCO may be required to spend time with the child for a given amount of time on a 1:1 basis to monitor the progress of the ISP. The Key person will still support the child and with the support of the SENCO, keep the parents informed of any progress made as well as any future concerns. It may also be necessary for parents to attend meetings with outside agencies involved, to discuss future support for the child, not only in school but also at home. This also ensures smooth transitions when the child moves on to another setting or school. As a setting we practise early intervention to enable children to have the best chance of reaching their full potential which in turn ensures all their needs are met.

3. The child's individual needs are paramount and planning for this is of the upmost importance. A Key persons responsibility is to know at what stage each of their children's development is progressing and together with the Manager/SENCO will make plans for each individual child. Staff Supervision is held so concerns regarding a child can be discussed in confidence with the Manager/SENCO and all staff contribute to planning meetings.

This ensures adult-led and child-led activities are appropriate for all children and can be differentiated to allow for individual development. Individual Support Plans (ISP) also help with individual needs as they form strategies to support children in specific areas of their development.

The child is monitored every day and then the ISP is reviewed every 6 weeks so progress is constantly monitored and adapted to meet the child's needs. If the setting needs additional support with the child, advice from the Early Years advisor may be sought. Funding can then be given for additional staff costs or to pay for resources that may be needed to support the child in the setting.

4. Every child in Early Years has a Learning Journey which monitors the progress of their learning and development. At the end of every term the information gathered through observations taken on the child is assessed and recorded on a Tracker. A written assessment is also done. If there are no concerns with the child's development a copy of the report will be given to the parents and confirmation of the report will be discussed. A full discussion of the child's development will then take place at the next parent consultation meeting. If there are concerns, a meeting will be arranged with the parents to discuss why and what the concerns are and to then plan the best course of action for the child. This meeting will be with either the Key person, SENCO or possibly both. Parents will be asked their views and if they have any concerns with the child at home. If parents agree an ISP will be written and a copy given to parents so the strategies can be agreed and continued at home. When an ISP is put in place the Code of Practice is followed which determines at what stage the child is placed. 'All about Me' forms are regularly updated so Key persons are continuously aware of the child's ever changing needs and wants and regular discussions with parents ensure constant open communication regarding the child. If parents are unable to come to the setting on a regular basis a daily diary regarding the child's progress will be written. At any point parents are always encouraged to be involved with the planning of their child's education and meetings with the Early Years advisor can be arranged if extra support is needed.

5. At our setting all staff must work in an open and transparent way. Toilet doors are never shut when dealing with children's toileting needs unless circumstances require it and all staff are sensitive to each individual child's needs. Medicines are only administered with parent's permission and a consent form has to be signed beforehand. The medicine must be administered with a witness present and then recorded on the consent form. The setting has a Behaviour Management Lead person and a Behaviour Management Policy to ensure positive behaviour strategies are put in place if needed. Our setting also has policies and procedures regarding Safeguarding Children, Staff Behaviour, Health and Safety, Accidents and Incidents and has a strict disciplinary procedure in place. All parents/carers, volunteers, staff and parents are required to read our policies. To encourage and support the children to be strong, self-assured individuals we respect the voice of all our children and always encourage them to speak to staff if they have a problem, no matter what it might be. This in turn promotes the children's confidence and self-esteem which in turn helps them to be self-safe. Parents will always be consulted on sensitive issues regarding their child to ensure a care plan and appropriate procedures and are put in place.

6. Humpty Dumpty Pre-School is a small setting which has two SENCO's. The SENCO's follow the Code of Practice when there are concerns regarding a child and will work with outside agencies as required. Advice can be sought from the Early Years advisor regarding concerns with a child if necessary.

7. The SENCO's have a level 2 or 3 qualification in childcare and have attended the Surrey County Council 4 day SEND training course. They attend SENCO forums as much as is possible and conform to the current Code of Practice. Although specific specialist training has not yet been required it can be undertaken, if necessary.

8. The setting is all on one level with a removable ramp to allow wheelchair access from the outside play area into the main building. The setting consists of a large hall with disabled toilet facilities. The hall layout can be adapted to create more room between areas, if necessary.

The outside area is paved and is also on one level. If any additional support is needed such as an extra member of staff, specially trained staff or specific resources an Inclusion grant can be applied for to help with the costs. Any activity planned outside of the setting will have a risk assessment carried out beforehand. This will highlight any issues that may arise regarding a child with SEND. Discussions with the parents beforehand, regarding the child's needs, will be taken into consideration and any concerns regarding the outing will be highlighted with the parents. A plan will then be drawn up as to how best facilitate the child during the outing. Outings will always be arranged so all children and their parents can participate.

9. Humpty Dumpty Pre-School will always welcome and include all families providing this can be done by making reasonable adjustments. The setting has a large private car park and is fully wheelchair accessible from the lower gate. The hall is well lit with natural light but can be quite noisy at times! For families whose English is not their first language we would use an interpreter unless another form of communication could be used. Our setting uses visual support for a number of issues but is always open to further improvements. If specific resources were needed to support the child and we didn't have available funds to supply them, we would apply for extra funding in order that the child would be fully supported. The hall is the property of the church and permission would have to be obtained from the Diocese before any adjustments to the building could be made.

10. When parents first come to look at the setting they are always encouraged to bring their child so they can see if the child enjoys being in the setting. At this first meeting any specific needs of the child will be discussed. If necessary, any relevant staff, the Early Years advisor and relevant outside agencies will be informed of the child's needs, (with parent's written consent) and a care plan and any extra provisions will be put in place before the child starts, to ensure a smooth transition. If the child is coming from another setting, discussions/meetings will be arranged, regarding the child's development and transition plan, with the team around the child (TAC). The child will start at our setting by having settling-in sessions where the parent can be present for as long as is needed, within reason. The Learning Journey from a former setting will also be requested in order for the SENCO and Key person to assess the child's development and continue with an appropriate support plan. When the child leaves our setting we will support the child by reading stories relating to moving to a new school. We will adapt our role play area to a school so they can act out their ideas, show photos of the new school, if possible, and discuss any concerns they may have, with them. Any concerns a child may have will also be discussed with parents so we can work in partnership to support the transition. Parents will be encouraged to visit the new school with the child, as much as possible, beforehand. The SENCO and Key person will have a professional discussion with the child's new teacher about the child's needs and development and attend any transition meetings relating to the child. We will pass on the child's Learning Journey and any other relevant information and then continue to support the child and parents through the transition in any way we can.

11. Humpty Dumpty Pre-School is a Committee-led setting with a charitable status. We have a wide range of resources including sensory. We constantly review our resources and organise fundraising events so we can replace old or buy new and different resources. If it were the case that we were unable to afford specific or specialised resources that would help support a child's development we would apply to Surrey Council for an Inclusion Grant to help with the funding. This also applies, if we needed an extra member of staff to support the other children so the SENCO could support the child on a 1:1 basis for any given time. If the child has outside agencies involved we can also apply for discretionary funding for the child. Depending on the child's needs it may be necessary to implement an Education, Health and Care Plan (EHCP). Generally, we ask the advice of the Early Years advisor regarding the funding we can receive as it is part of the criteria when applying for funding.

12. An arrangement will be made for the Early Years advisor to come and assess the child and to then have a meeting with the parents and SENCO afterwards to discuss future provision for the child. The Early Years advisor will advise the appropriate time that the child may need on a 1:1 with the SENCO and an ISP and Pathway Plan will be discussed and put into place.

The Early Years advisor may suggest the support of one or more outside agencies such as Speech and Language. The setting will apply to Surrey Council if funding is required. The child will be monitored every day and the support plan reviewed and updated every 6 weeks to ensure continuous progress, with the support from the Early Years advisor, if necessary.

13. Humpty Dumpty Pre-School is a Committee-led setting which is run by some of the children's parents and family. Parents are always encouraged to attend Committee meetings in order that they can have their say and parent questionnaires are also sent out twice a year for feedback regarding the setting. The setting has organised parent consultations twice a year and Key persons are always available for parents to talk to at the start and end of every session. Private discussions can be arranged at any time before or after the session.

We welcome parents to come in and help for the morning and often arrange events where we invite them to join us. In the case of their children we always keep open communications and discuss any concerns we might have regarding their child, with them first. Daily diaries are written for those parents who are unable to come to the setting in person. Parents are always consulted before any ISP is implemented.

14. The Manager/SENCO would be the first point of contact if you were considering registering your child at Humpty Dumpty Pre-School or if you had any concerns or questions you would like to discuss about the setting or your child.

Manager/SENCO –Nikki Harris

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Although the SENCO would plan the child's support plan, any concerns could also be discussed with the child's Key person once the child was attending the setting, or any other agencies involved with the child.

Any information and advice about local services can be found at the Children's Centre in Lingfield, Surrey; East Grinstead, West Sussex; or on Surrey County Council's website.

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