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| **Questions** | **Playgroup response** |
| 1. **How does the setting/ school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?** | * Before a child starts playgroup parents/carers complete an all about me form and give details of any special educational needs including speech and language concerns. * Through regular observations and assessment and termly summaries of children’s developmental progress including, where relevant, the 2 year check, we identify children that need additional support. * We have an open door policy and key persons and the manager are available to discuss concerns and signpost to other agencies if needs are identified. * We meet with parents/carers to discuss progress as required and liaise with other settings and child minders to ensure continuity of care. * Staff have experience in dealing with a wide range of special educational needs. Some staff are Makaton trained and we have a member of staff who is experienced in sing and sign. |
| 1. **How will early years setting/school/college staff support my child/young person?** | * Our SENCO has responsibility for liaising with parents and external agencies. Staff work with small groups and individuals daily to ensure that they are supported and working towards achieving the targets set in their ISP. * Our SENCO and the child’s key person ensure that parents/carers are kept informed of their child’s progress * All staff are involved in the care of SEND children on a daily basis and their needs are discussed at staff meetings. * We regularly seek advice from the Early Years and Childcare service. We work and liaise with external agencies as required, hold and attend Team around the Child meetings and work with schools to ensure each child’s smooth transition to school. * Our policies are kept up to date and we regularly review our provision and policies to ensure that we are meeting the needs of parents/carers and children. |
| 1. **How will the curriculum be matched to my child’s/young person’s needs?** | * Each child with identified Special Educational Needs has an ISP which is tailored to their needs and is regularly reviewed * In addition, an allocated key person is responsible for planning for each individual child to ensure progress in all areas of development. * Children are given support to enable them to access the full range of activities including group activities. We also provide smaller group planned activities suitable for identified groups of children. * Where children require specific equipment or facilities in order to be able to fully access the curriculum, we seek to make reasonable changes to our facilities and apply for relevant grants to enable us to do so. |
| 1. **How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?** | * We review how a child is progressing through summative assessment including the 2 year progress check where relevant. This information is shared with parents and opportunity given for feedback. * We provide parents/carers with a plan of what we will be working towards achieving with each child and encourage them to help towards achieving those targets. * We encourage parents/carers to contribute to their child’s learning journey by asking them to complete observations, bringing in Chatterboxes (an opportunity for children to share what they have been doing at home) and filling in WOW! vouchers. * Key persons are available at the beginning and end of each session to speak to parents/carers about concerns or achievements or things that have happened at playgroup. We are able to set up a home/school book if required and find this beneficial when a parent/carer is not able to drop off/pick up. * At the beginning of the year we hold a ‘ Working with Parents’ meeting to inform parents/carers of how children’s learning is planned and progressed and how they can support their child. Subsequent ‘Working with Parents’ evenings give parents/carers practical ideas for learning and an opportunity to view their child’s learning journeys and discuss progress with staff. * We hold regular formal and informal meetings as required with parents/carers to discuss their child’s progress and development. |
| 1. **What support will there be for my child’s/young person’s overall well being?** | * We are mindful that children require support in a range of ways at different times in their lives. * We pride ourselves on being a caring playgroup and having time to offer support to all families and children. * Our policies detail how we care for children’s needs including support for their personal care and administration of medicines. * We work with parents/carers to ensure children’s regular attendance and punctuality and provide support and guidance to aid improvement if required. * We have a Behaviour Management Policy which we adhere to. * Children are invited to join the School Council where their views are taken into consideration. |
| 1. **What specialist services and expertise are available at or accessed by the setting/school/college?** | * Staff attend regular training courses on a wide range of issues including those relevant to SEND. * We have been trained by the local Speech and Language Department to deliver a Speech and Language programme to those children who are in need of their services. * We access and have regular contact with local services including health, therapy and social care services, our local Children’s Centre and Early Support Advisors. We welcome the input of a wide range of professionals acknowledging that their input is crucial in helping us to meet the needs of the individual child. |
| 1. **What training are the staff supporting children and young people with SEND had or are having?** | * Our SENCO attends SENCO forums and keeps up to date with relevant training. * Staff are Makaton trained and we have one member of staff seeking further opportunities to develop her Makaton. Another member of staff is experienced in sing and sign. * Where we have a child with identified SEND we take steps to obtain relevant training e.g. following a year where we had a large number of children with Speech and Language delay we are now trained to run an in-house Speech and Language course. |
| 1. **How will my child/young person be included in activities outside the classroom including school trips?** | * All children are included in relevant trips outside of playgroup such as to the fire station, farm and library and we provide adequate staffing and resources including one-to-one if required. * We communicate with parents before an activity to ensure that the child’s needs will be met in order for them to fully access the activity. * In cases where parent/carer support is required we encourage parents/carers to join in with the activity. * We give parents/carers adequate notice of events and activities. * When on trips, we take with us spare medication and clothing and adequate materials to ensure children are kept clean and dry. * From time to time visitors come in to playgroup to talk to the children. We ensure that all children are able to access and be included in these groups and provide support to enable them to do so. |
| 1. **How accessible is the setting/school/college environment?** | * We have ramps to the front and rear of the premises making the building easily accessable and a disabled toilet and raised or low changing area. * We look to make reasonable adjustments to our building and facilities to make them accessible to children coming into our setting. * We seek funding to provide relevant resources and equipment to support individual children. * We use a range of visual aids as required depending on each child’s needs * We use the services of a translator when required and ensure that parents/carers and children whose first language is not English are able to fully access information, facilities and activities. |
| 1. **How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/ school/college or the next stage of education and life?** | * We set up multi agency meetings which include the parents/carers before a child starts at our playgroup or before they move to school to ensure that adequate information about the child is passed on. * **Before a child joins playgroup:** * Following an initial meeting we ensure that we take steps to provide for the child before they join playgroup and that relevant care plans and risk assessments are in place. * We provide the family with a booklet about playgroup and give the opportunity for them to visit as often as they feel necessary. * **When a child is moving to school** * We give information about the transition process at our summer ‘Working with Parents evening’. * We ensure relevant transition paperwork is passed on to the school along with their learning journeys, assessment information and reports * We liaise with the local school to ensure that the child has multiple opportunities to visit in the term prior to them starting and the teacher visits our setting * We ask for photos and school uniform from the receiving school that we can share with the child. |
| 1. **How are the setting`s/school`s/ college’s resources allocated and matched to children’s/young people’s special educational needs?** | * We make applications for additional funding depending upon the needs of the child. This ensures that we have a good adult to child ratio and that we can support all children in the setting including giving one-to-one support when required. * We have a working plan and deployment of staff rota which clearly sets out the daily duties for each member of staff. * We support all children’s needs regardless of how successful funding applications are to ensure that all children are able to reach their full potential. |
| 1. **How is the decision made about what type and how much support my child/young person will receive?** | * Where we have concerns about the child we discuss these concerns with the parents/carers and subject to their approval seek further advice from our Early Years Advisor. Relevant referrals may be made or advice sought from professionals or other agencies. * Where a child or family is already involved with another agency, we will take steps to liaise or meet with other professionals and following those conversations take steps to provide support as required. * At all times we communicate closely with parents/carers * We regularly review the support a child is receiving and call further meetings of professionals as required to ensure that the child is receiving the best level of care and adequate learning support appropriate to their needs and make changes as necessary. |
| 1. **How are parents involved in the setting/ school / college? How can I be involved?** | * We encourage all parents/carers to be actively involved in the life of playgroup. We have an open door policy and we welcome their ideas and opinions. * Parents/carers are encouraged to come and help out by signing the parent’s rota. We also hold regular stay and play sessions. * We regularly ask for parent/carer feedback. Parents/carers are asked to complete a settling in questionnaire, a selection are asked to complete a questionnaire at the end of each half term and all are asked to complete an exit questionnaire. Their views are taken into consideration when making decisions. * We organise home visits if required. * Parents/carers contribute to children’s learning journeys and we work with them to ensure their child’s learning and development needs are met. |
| 1. **Who can I contact for further information?** | * Initial enquiries regarding our playgroup should be made by telephoning\* the Manager. * Our Deputy Manager is responsible for registering children and ensuring that the relevant forms are completed prior to a child joining. * Each child is allocated a key person who is the point of contact for any immediate concerns. Concerns may also be raised with the Manager or Deputy Manager. * To talk about matters relating to SEND, contact our SENCO by telephoning\* playgroup. * \***You can contact Lee Street Church Playgroup by telephoning 01293 784294 or 07923980223** * Further information regarding Surrey Early Years can be found at www.surreycc.gov.uk * The family information service offers free impartial information for families with children aged 0 to 19. Information can be found at [www.surreycc.gov.uk](http://www.surreycc.gov.uk) * The local authority’s Local Offer can be found at [www.surreycc.gov.uk](http://www.surreycc.gov.uk) |