



**WINTERBOURNE EARLY YEARS CENTRE**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY**  
**LOCAL OFFER**

The following questions and answers provide details of our local offer giving families information about how we, at Winterbourne Early Years Centre, support children who have special educational needs and/or a disability.

**How do staff at Winterbourne Early Years Centre know if children need extra help and what should I do if I think my child may have special education needs or a disability?**

*Staff at Winterbourne Early Years Centre will establish if a child needs extra help by:*

- Operating a key person system so that one practitioner gets to know a child and their family really well
- Establishing positive reciprocal relationships with parents, and encouraging regular communication between home and the setting
- Working with parents to ascertain each child's level of development on entering preschool
- Planning appropriately for each child's next steps in learning and development, using the child's interests as a key motivator for engagement
- Making regular observations of key children and using these to assess development and progress against the Early Years Outcomes document
- Having a SENCO that spends time directly with the children and staff

*If you feel that your child may need extra help you can:*

- Share your thoughts/concerns with your child's key person and/or the Setting SENCO (details of whom are on the parent notice board). Together a plan will then be developed to ascertain your child's support needs and what action needs to be taken to meet them

**How will staff support my child and how will the setting communicate to all staff that my child has special educational needs or a disability and the support he/she will need?**

*Staff will support your child through:*

- A personalised approach led by your child's key person and overseen by the setting SENCO
- Your child's key person and SENCO working closely together to ensure that the

support planned and provided is appropriately tailored to, and continues to meet your child's individual needs

- Regular communication between yourselves and your child's key person to discuss how the support is working, and progress being made
- Liaison between your child's key person, the setting SENCO, yourselves and other professionals e.g. Speech and Language Therapist, Community Paediatrician, Health Visitor, where appropriate (and with your consent) to ensure that your child's needs are appropriately assessed and supported
- Where appropriate, an Early Education Support Plan, implemented by your child's key person and overseen by the setting SENCO, which will identify small and specific next steps in your child's learning and development, and provide information on targeted activities that are to be carried out to support these.
- Effective communication through strategies such as weekly team meetings, to share information between the staff of the room in which your child attends, to ensure that everyone is informed of your child's needs and the plans in place to support them.

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

*Our setting strongly advocates an individualised approach to learning for all children, and therefore the curriculum is differentiated to support this by:*

- Ensuring each key person has a good understanding of the 'starting points' of each child
- Establishing, with parents the priorities for their child's learning and development, and creating 'next steps' in learning and development which support these
- Using a child's specific strengths and interests to encourage their engagement in the curriculum
- Providing a stimulating, interesting, and welcoming environment with a wealth of 'open-ended' materials for children to engage with and explore
- Regular review and evaluation of each child's progress towards their individualised next steps to ensure that they are appropriate and positively impacting upon a child's learning and development

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

*We establish how your child is doing by:*

- Regular review of your child's progress towards their individualised next steps
- Termly analysis of summative data of your child's learning and development in the areas of the Early Years Foundation Stage appropriate to their age
- Where applicable, six weekly reviews of Early Education Individual Support Plans, establishing progress made towards the set targets

*We will support you to know how your child is doing by:*

- Uploading observations of progress in your child's learning and development to their online learning journal
- Uploading a termly summative assessment of your child's progress and development against the areas of the Early Years Curriculum appropriate to their age
- Regular informal discussion/contact with your child's key person
- Where applicable, uploading to your child's online learning journal, Early Education Individual Support Plan monitoring information, highlighting work towards their Individual Support Plan
- Where applicable, sharing with you, a six weekly review of your child's Early Education Individual Support Plan

*We will help you to support your child's learning through:*

- Sharing the information above
- Ideas provided by your child's key person, regarding supporting their next steps, on their online learning journal
- Home/preschool 'share' schemes such as the book share scheme
- Ideas shared through your child's personal communication book

### **What support will there be for my child's overall well-being?**

*At our setting we strongly believe that the well-being of the children, parents and staff are central and fundamental to everything that we do. Below are the key provisions we make to ensure that your child's overall well-being is supported:*

- Home visit by your child's key person or room leader to meet with you and your child in their space
- Induction visits and settling in period during which time parents are welcome to stay with their child for as long as is necessary
- Collaborative work between our setting and your family to ensure that your child's needs, likes and interests are understood and met by the setting
- Providing a key person for your child and family to ensure that secure relationships are developed and maintained between your home and the setting
- Assessment of your child's individual physical needs in order to make reasonable adaptations to the physical environment in order that each child can access play and learning opportunities
- Work with children and their families to promote development of knowledge and understanding about healthy lifestyle choices
- Priority given to children's personal, social and emotional development throughout day to day activities in the setting and an emphasis on children's ability to communicate their needs and wants effectively to others
- Dedication to respecting each child's voice (through various mediums of

expression), and supporting children's developing understanding of their rights and the rights of others

- Positive strategies to teach children right and wrong, including development of their ability to recognise, understand and manage their own and others feelings, to resolve conflict, negotiate and take turns
- Genuine care and nurture appropriate to your child's preferences e.g. hug/rub on the back/quiet space, when they are sad

### **What specialist services and expertise are available at, or accessed by Winterbourne Early Years Centre?**

*Many of our practitioners are highly experienced in working with children with differing needs. Some special educational needs and disabilities that we have experience of supporting are:*

- Autistic Spectrum Condition
- Social communication difficulties
- Speech and language difficulties
- Children who are deaf
- Developmental delay
- Behavioural challenges
- Physical disabilities
- Medical disabilities

*Our setting follows the SEND code of practice and adopts a graduated approach to assess, plan, do and review, a child's needs. A fundamental element of this approach is our working with parents to ensure that a child's needs are holistically and fully identified. Where it is felt necessary by the setting and/or parents (but always with consent from parents) we will follow local authority procedures to request and engage the support and advice of other professionals such as:*

- Speech and Language Therapist
- Community Paediatrician
- Educational Psychologist
- Health Visitor

*Additionally we may work with parents and a health professional such as the Health Visitor or Community Paediatrician to engage support from:*

- Occupational Therapist
- Physiotherapist

*If it is not clear which professionals may be able to support a child, their family and our setting, or the needs of a family are more complex, we can (with parental permission) complete a Single Assessment Framework for Early Help (SAFeh) which will be assessed by a multi-agency panel of professionals who can help to establish which services will be most appropriate/able to support the child and their family.*

### **What training has the staff supporting children with SEND had or are they having?**

*At our setting we are committed to our practitioner's continual professional development, in order to impact positively upon the children for whom we care. Consequently where we do not already have appropriate knowledge or training in specific condition, difficulty or disability, we will seek to improve our knowledge through information sources including training to support a child's needs. Through this policy specific members of our team have received training in:*

- Autistic Spectrum Condition
- Social communication difficulties
- Speech and language difficulties
- Deaf awareness
- The role of the SENCO
- Single Assessment Framework for Early Help
- MAKATON
- The use of visual aids
- Every child a talker project
- Promoting a communication rich environment
- Social and emotional well-being

*Additionally we have a whole team inset day planned to provide 'team teach' de-escalation and safe handling techniques training for the Summer 2016.*

### **How will my child be included in activities outside Winterbourne Early Years Centre?**

*We endeavour to be inclusive to all children so that they may participate safely in activities outside of the centre. In order to do this we:*

- Work with parents in order to establish the needs of specific children in relation to the activity outside the setting
- Risk assess individual needs (including information from parents)
- Risk assess , in detail, the environment which we will be visiting and the activities in which the children will be participating. Subsequently, assessing with individual children's parents, the appropriateness, risk and support needs for their child.
- Utilise equipment such as reins, wrist straps or buggies
- Increase the ratio of adults to children through the request of voluntary support from parents

### **How accessible is Winterbourne Early Years Centre's environment**

*Our centre is accessible in the following ways:*

- All facilities are on the ground floor
- There is parking available in the car park at the front of the Greenfield Centre.
- Ground floor (flat) entrance to Little Bears room
- Flat entrance through St Michaels School to Rainbow Bears

- Double door access to Big Bears room, although this has a small step
- Alternative access to Big Bears room via a ramp and single door (fire exit)
- Wide access/adapted toilet facilities available at the Greenfield Centre
- Nappy change facilities are provided
- All furniture is moveable so that we can adapt the indoor environment to meet the needs of the children
- Small range of seating available to meeting the needs of children with physical disabilities
- Some sensory resources are available
- Some adaptations have been made to Little Bears environment to reduce noise pollution for those who are hard of hearing or deaf e.g. felt on bottoms of chairs/tables
- Visual aids and symbols are used as signage on the walls
- Specific areas are available for small group activities and quiet activities (e.g. to carry out language activities)
- All play areas (in and outdoors) are completely secure and allow for staff to observe children at all times
- Communication with parents is through a variety of media (email, letter, communication book, personal recording equipment) and one to one liaison
- Areas for resting/sleeping are provided
- We have a small amount of space to store personal physical equipment including buggies
- We have a separate room for meeting with parents and professionals
- We are happy to consider any suggestions to make accessibility more effective for individuals and/or groups of children

**How will Winterbourne Early Years Centre prepare and support my child to join the setting or transfer to a new setting/school?**

*We will support your child to join our setting by:*

- Offering you a home visit
- Allocating a key person to help your child to settle
- Gathering information from you, about your child and how we can help them to settle and meet their needs
- Offering you and your child settling in sessions
- Encouraging you to allow your child to bring a 'transitional object' to help them settle
- Encouraging you to stay with your child until they have made a secure relationship with their key person and feel safe and happy to stay at the setting without you

*We will help your child to make a transition within our setting i.e. from Little to Big Bears or Rainbow Bears by:*

- Discussing with you when we and you feel your child is ready to make the transition.

- Provide, and introduce you to another key person in your child's new room
- Your child's key person will take your child on transition visits to the new room
- Your child's key person will prepare a transition document for your child's new key person to ensure all essential medical, health, SEND and care information is passed on to staff in the new room

*We will help your child to make a transition to a new setting/school by:*

- Your child's key person will prepare a transition document for your child's new setting/school
- The setting SENCO (in liaison with your child's key person) will prepare a supported transition document to share information about your child's special educational need or disability, and the strategies that we have been using to support them
- Helping to support you and your child, where possible, with transition meetings and visits
- Suggesting strategies and ways in which you can support your child's well-being whilst managing transitions

**How are Winterbourne Early Years Centre's resources allocated and matched to children's special educational needs?**

*The safety of all children attending our setting is paramount to us and this will always be our first consideration when allocating resources.*

*Following safety considerations, resources are allocated and matched to a child's special educational needs based upon the information that we have available to us, the extent of the need of each child, and the resources that we have available to us.*

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

*We will work in partnership with a child's parents, and where applicable other professionals, as well as using our own assessment information to decide upon the type and level of support required by an individual child. Where it is decided that the level of support required is in excess of that which our setting can reasonably provide, we will work with the child's parents to endeavour to establish how we can support the child and family whilst we apply to the local authority for additional support/funding/resources.*

**How are parents involved at Winterbourne Early Years Centre? How can I be involved?**

Parental involvement is fundamental to the development of positive and effective relationships between a child and our setting. To facilitate these relationships we encourage parents to involve themselves in the setting in many ways, for example:

- Hosting a key person visit to their home
- Volunteering to help at a preschool session
- Helping out on trips and visits outside the setting
- Sharing key information about things that might impact upon their child's well-being, learning and development with their key person

- Becoming a member of the parent committee
- Contributing to their child's online learning journal
- Supporting their children's learning at home using the suggestions provided by their child's key person
- Actively participating in the settings 'share' schemes
- Bringing their children to and supporting our preschool events
- Share their personal experience and expertise with the children during specific learning projects

#### **Who can I contact for further information?**

- Your child's key person should always be your first point of contact as they will know your child best and will work with you to endeavour to ensure that their needs are met effectively.
- You may also wish to speak to the Centre Manager and SENCO: Sally Bowd  
Tel: 01454 773781                      Email: [enquire@winterbournepreschool.co.uk](mailto:enquire@winterbournepreschool.co.uk)

*Information and support for parents with children who have a special educational need or disability can also be found from:*

- **South Glos parents and carers**

Hooper Room ,  
Poole Court,  
Poole Court Drive,  
[Yate](#),  
South Gloucestershire.  
BS37 5PP  
Tel: 01454 501009  
<http://www.sglospc.org.uk/>

or

- **Supportive Parents**

3rd floor  
Royal Oak House  
Royal Oak Avenue  
Bristol  
BS1 4GB  
Tel: 0117 989 7725  
Email: [support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)  
Website: <http://www.supportiveparents.org.uk>

*Further information on South Gloucestershire Council's Local Offer can be found at:  
[www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer)*