

**GILLSHILL PELICAN PRE-SCHOOL**

**Local Offer**

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|  | **Special Educational Needs**  **Coordinator (SENCO)** | **Nursery Management Team** |
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1. **What is the ETHOS of Gillshill Pelican Pre-school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?**

At Gillshill Pelican Pre-school we provide a setting in which all children, including those with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential in a safe, secure and caring environment. We aim to provide appropriate play and learning opportunities for each child which takes account of their individual needs and beliefs. Our ethos is “where learning is child’s play”.

1. **The following policies are displayed on our website or are available in the office for parents to access:**

Child Protection Policy

Children’s rights and entitlements

Making a complaint

Looked after children

Uncollected child / Missing child

Online safety

Safer recruitment

Student placements

Supporting children with SEND (graduated approach)

Suitable people

The role of the key person

Valuing diversity and promoting equality

Working in partnership with other agencies

Information sharing

Parental involvement

Admissions policy

Health and Safety Policies

GDPR

Covid-19 Policy

1. **Regular pre-school numbers & Staff/Child ratios:**

3-5’s : 5 members of staff to 26 children

Children on roll: 41

Children with SEND: 3

Children with an Education, Health & Care Plan (EHCP): 2 awaiting assessment

1. **How do we:**

* **Identify & assess children with SEND?**

It is the responsibility of all our Early Years Practitioners to assist in identifying children with SEND. We follow the Graduated Approach which is outlined in our SEND Information/Policy.

The Graduated Approach enables the family, SENCO, and Early Years Practitioners to work together to observe, assess and plan interventions to move forward together to support the child.

* **SEND Support**

The SEND support needed is individual to each child. Within the EYFS, activities, resources and opportunities are differentiated for children’s varying stages of development in everyday planning by the pre-school staff.

The SENCO will take the lead in planning future interventions for the child in discussion with the pre-school staff. The SENCO and the child’s key person, in consultation with parents, may ask for support from outside specialists to contribute to the child’s Assess, Plan, Do, Review (APDR).

* **Evaluate the effectiveness of provision for Children with SEND?**

The SENCO and Manager will monitor effectiveness of provision through observation of teaching, data analysis and feedback from parents, pre-school staff and other professionals.

* **Assess and review progress of Children with SEND?**

APDRs are reviewed in consultation with the child’s key person and parents/carers. Targets are continually reviewed and a breadth of evidence is used to demonstrate progress.

Referrals for Education Health and Care Plans (EHCPs) are completed by the SENCO and pre-school staff with guidance from the Early Years Team.

1. **What are the different types of support available for Children with SEND in our pre-school?**

This is dependent on the child’s individual needs. Examples include; lowered staff:child ratio, small group work, individual work with support, 1:1 support, personalised resources, friendship groups, support from outside agencies, sensory resources, visual timetables, PECS. We have a designated sensory room which children can access for intervention work or relaxation.

1. **How will our pre-school ensure ALL staff are aware and understand a child’s SEND?**

Clear communication, planning, ongoing training, strong parental links and support from external agencies.

1. **How will our pre-school let a parent/carer know if they have any concerns about their Child’s learning?**

Through regular, positive, ongoing communication between staff and parents/carers.

1. **Which other people and organisations provide services to children with SEND in our pre-school?**

* Speech and Language Therapy
* Portage
* Health Visitors
* Educational Psychologist and Behaviour Support
* Family Support
* Tweendykes & Northcott Outreach Service
* IPaSS (Integrated Physical and Sensory Service)
* Diabetes Nurse
* Epilepsy Nurse
* Occupational Therapists
* Physiotherapists
* Early Years SEND Team

1. **What training have staff received to support Children and Young People with SEND?**

Our SENCO has completed training by the Local Authority with regards to the SENCO role.

Several members of the pre-school staff have completed training in speech and language difficulties e.g. Hanen, Early Talk Boost, Stories for Talking and Makaton; and training in other areas e.g. Autism, Diabetes, Epilepsy, Lifting and Handling, Behaviour and Managing Conflict, Healthy Movers, Paediatric First Aid Training.

1. **How will teaching/ provision be adapted for a child with SEND?**

Learning opportunities will be differentiated according to the needs of the child to ensure ongoing progress. Specific resources will be made available as necessary.

1. **What support is available for parents/ carers of a Child with SEND?**

Ongoing communication, ‘open-door’ policy, scheduled meetings and referrals to external agencies. Outreach training for parents is made available through external organisations.

1. **How is our pre-school’s physical environment accessible to Children with SEND?**

Our pre-school is in a ground floor portacabin with a ramp access. Our floor covering in all areas is suitable for wheelchair use. We have a thorough fire evacuation procedure and two fire exits. The sand/water tray is height adjustable. We have provision for nappy changes.

1. **What facilities are available for children with SEND in our pre-school?**

Our outdoor environment is accessible for wheelchair users. We have quiet spaces both indoors and outdoors.

1. **How will children be supported during transitions? (when moving to another Early Years Setting or primary school)**

We have positive links with our primary schools and initiate a programme of additional transition visits with adult support as necessary. Meetings between parents, the primary school teachers and external agencies are arranged to support transition. School teachers visit the setting to observe children with SEND and to become more familiar to the child. SEND transition documents with parental involvement are completed and sent to school.