



Olive Tree Pre-School

Coxford Adventure Playground, Olive Road, Coxford, Southampton SO16 6AG
07719 524795 | contact@olivetreepreschool.co.uk | www.olivetreepreschool.co.uk

Special Educational Needs and Disabilities (SEND) Local Offer

1. How does the setting know if children need extra help and what should I do if I think my child person may have special educational needs?

Upon joining our setting, we ask parents to complete an 'all about me' sheet which highlights how your child is developing, any interests that your child enjoys and how you feel they are developing. On the first visit to the setting we will have a verbal discussion with you about what is written on the 'all about me' sheet and ask you if you have concerns regarding your child's development. We will also ask if there are any other agencies working with your child. This document is also used by the key person to refer too, we find this helps support the settling in process.

Children are signed up to 'Tapestry' which is an online learning journal that the key person uses to assess your child's development and progress. Parents are also able to add observations and make comments about your child's learning journey. This is a great opportunity to be involved within your child's learning and document their progress at home too.

We continually track children's progress through observation, assessment and planning next step targets that can be implemented throughout the session. We follow the Early Years Foundation Stage development matters milestones as a guide when assessing children.

Half termly reports are sent home with each child and show the progress your child has made. This report also highlights your child's targets that we are working towards and examples of how you can support your child at home.

If you have any concerns about your child's development please feel free to contact your child's key person or the settings special educational needs coordinator (SENCO).

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

We have a dedicated SENCO who is responsible for overseeing the provision for children with Special Educational Needs or Disabilities.

Every child is assigned a 'Key person' when they join our setting. The Key person is responsible for supporting their key child with all aspects of pre-school life. All staff members are experienced practitioners who have had appropriate training to support children's development. The management are experienced and guide the practitioners to meet the children's needs.



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If other professionals are working with your child e.g. Portage, Speech and language therapists. We will work closely with them and follow their recommended support plans to meet your child's targets.

We use 'Every child's a talker' (ECaT) initiative which aims to develop children's communication skills of children aged 0 – 5 years. ECaT also supports children's development in understanding, listening, confidence and social skills. ECaT is used throughout Southampton and has had a positive impact on children's communication and language.

Alongside ECaT, we also have introduced 'Narrative Therapy' where an experienced ECaT lead practitioner will use a variety of props and resources to support children's language skills on a weekly basis.

If you feel that your child requires additional support which cannot typically be resourced within the setting we will work closely with the Southampton City Council early years' advisory teachers (EYATS) who can support us to place specific strategies in place to support your child. The EYATS can also help us in applying for any additional funding which can be used to provide additional support for your child e.g. 1:1 support. Additionally, they can make referrals to specialist services if this is an assessed need.

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

Children are continuously monitored through observations, assessments and planning next step targets.

We use a planning system called 'in the moment planning' where the children are observed and their interests are recorded. The skilled practitioners then use the children's interest to plan purposeful activities that provide teachable moments. This style of planning enables the children to fully engage at activities and their concentration levels are high.

If a child is receiving specialist support from an outside agency, e.g. speech and language therapy, and given specific targets, we will liaise with both the parents and the professionals involved. Being aware of these targets and using the children's interests enables us to focus on their individual strengths thus ensuring they are fully supported during their time at the setting.



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4. 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?

Parents are verbally informed every day about their child's day by the key person. We also use a home diary which helps the key person identify how the child may be feeling that particular day. The key person would then complete the diary informing parents about what their child has been doing at pre-school.

Parents are also given feedback by termly parent meetings, reports sent home and through their child's online learning journal 'Tapestry'.

Parents are welcome to book an appointment to speak with their child's key person or the SENCO at any time to discuss progress or next steps.

If a child has recommendations these are monitored through an individual education care plan (IECP) this is shared with parents each half term and reviewed.

We are happy to support parents at home by providing strategies that can be implemented at home and ways to support your child's targets at home too.

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

Staff are always available to talk with parents, if they need advice, support or guidance regarding their child.

The management structure of the setting enables individual members of staff to have specific roles within the setting. Health and Safety, Safeguarding and behaviour management. The roles ensure that the specific individuals are aware of the policies and procedures and that these are implemented correctly within the setting.

All staff hold a paediatric first aid qualification and are professionally trained in child development and safeguarding.

All potential staff are subject to a thorough recruitment process including;

- Suitable references are obtained from previous employment
- Enhanced Disclosure and barring service check (DBS).

The daily routine is adapted to suit children's individual needs and focus support can be implemented to children. We combine our two age groups which allows the children to care for one another and the older children support our younger children. Which enhances their emotional wellbeing.



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We have a child led approach and the environment is free flow which enables the children to access all areas of the setting. Staff encourage children to be independent and the environment supports this.

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

The main specialist support that we use is through the settings designated EYAT. The EYAT team specialise in early years education and children with SEN. They support us in a range of areas from advice through to being able to access the appropriate support via referrals to outside agencies.

The outside agencies include –

- Speech and language therapists
- Education psychologist
- Portage services
- Health Visitor team
- Occupational therapy

We also have a designated health visitor, who will visit the setting and if needed can work closely with the SENCO.

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

The SENCO of the setting has completed training called 'The role of the special educational needs co-ordinator'.

The SENCO also attends termly inclusion conferences that is held by the EYATS. Information from these conferences are cascaded to the staff members in a staff meeting.

Regular attendance at specific training enhances the SENCO's knowledge of SEN and this enables the SENCO to apply this in the setting. This allows the SENCO to update any legislation and be kept up to date with training and policies.

The SENCO has also attended a training course on supporting children with Autism.



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8. How will my child be included in activities outside the classroom including school trips?

All trips are risk assessed by a trained practitioner and parental consent is obtained. We ensure that appropriate adult/child ratios are maintained at all times. Parents are welcome to attend the trips.

All staff members are trained paediatric first aiders and the first aid box, emergency contact list and mobile phone is taken along with any medication which a child may require. Children wear a high visual waistcoat when on outings without parents.

We carefully consider children's individual needs when planning activities and trips. Reasonable adjustments can be made to suit any child's needs.

9. How accessible is the setting environment?

Our building has wide doorways and a ramp as you enter the building making it wheelchair accessible.

The pre-school is situated in a large hall and we have an additional room which is used for two-year-old children. We are able to include all children within the setting and all children can access the environment.

There is potential funding available for equipment that your child can be assessed by the health professionals.

We offer visual aids that support children with English as an additional language to be able to support their learning in the environment.

10. How will the setting prepare and support my child to join the setting, transfer to a new setting/school or the next stage of education and life?



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We provide settling sessions for children prior to the child starting the setting. These sessions can vary depending on the child's needs, the purpose of these visits is to familiarise the parents and children with the setting and staff members. When a child joins the setting they are assigned a key person and a personalised letter is sent home with a photo of the key person and managers of the setting for the parents to share with their child.

All children's online learning journals are complete by end of June and is sent to the appropriate school prior to the child starting school. Children with SEN specific meetings are arranged between the parents, SENCO and key person to discuss how to support the child through transition and the SENCO contacts the school to arrange a meeting to discuss the child's needs and share any paperwork. Some schools also arrange visits with the pre-school to visit the children in their comfortable environment, also practitioners have taken children along to their new school with a camera and encouraged the child to show them around and take photos to create a social book to look through and discuss what the child will find at school.

If we identify, alongside specialist services that a child is likely to require support above a typically mainstream school can provide. We ask your permission to apply for an Education, Health, and Care Plan (EHC). We plan to do this in a timely manner to ensure your child is supported on entry to school.

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

If a child meets the eligibility for early years funding for additional support the resources would be used to meet the child's needs.

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

Our staff carefully assess each child's individual needs and consider their interests and what stage of development they are.

The staff follow the EYFS development milestones and these guide the staff to make decisions on children's level of development. Using the child's interests the staff member can plan appropriate activities to support the child to work towards the next stage of development.

If we feel that we need extra support, an appointment will be made and the EYATS will visit the setting and advise us.



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

We recognise that parents are the experts in their child's learning. If we identify that your child has an additional need we will discuss this with you along with details of any additional provisions that can be put into place to support your child. Before any additional agencies can be involved we will gain your consent.

We encourage an open and honest relationships between parents and staff members where your child is concerned and are keen to work collaboratively to best support your child. Positive relationships can enhance your child's outcomes.

Parents can track their child's progress through 'Tapestry'. Staff members regularly update each child's online learning journal with observations, photos and videos. This is used as evidence of children's progress and work.

14. Who can I contact for further information?

For further information, you can contact Olive Tree Pre-school on 07719524795 or email us on contact@olivetreepreschool.co.uk