



Special Educational
Needs & Disability

Queens Road Methodist Church Pre-School Local Offer



Respecting Individuality, Valuing the whole child
Working together to learn and grow



Ofsted No. 133071

At Queens Road Pre-School We believe that all children have the right to learn in a caring and considerate environment where all children and staff are valued for their contribution to the life of our Pre-School.

It is the aim of Queens Road Pre-school to provide a warm caring environment for the children in our care.



We believe that all children are unique individuals and aim to help them to develop at their own rate through challenging and exciting play.

We want to provide opportunities for all children to grow in self-confidence, experience success and develop a positive self-image.

We believe that children learn most effectively when they are interested and motivated by the activities they engage with.

We want to encourage independence in all areas of development.

We believe in the importance of a key person to help plan activities tailored to the needs of each individual child.

We value parents as the first and most important educators of their children; we welcome them as active partners in our pre-school

Our Setting

The Pre-School is a non-profit making organisation run by a committee whose chair is the minister of Keynsham Methodist Church.

Queens Road Pre-school is a term time only setting.

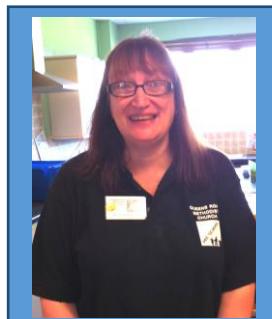
Mornings Monday - Friday 9.00 - 12.00

Afternoons Monday, Wednesday - Friday 12.00 - 3.00 (Bring Lunch)

All Day Monday, Wednesday - Friday 9.00 - 3.00 (Bring Lunch)

We meet in the church hall with free flow access to our outdoor area comprising a large patio and grass area. The Pre-School is on the ground floor with access to a disabled toilet, ramps over doorways are available if needed.

Our special educational needs coordinator (Senco)



Julia Wallcroft has been employed at Queens Road since 2002. She originally became involved as a parent in 1999.

Julia holds EYPS (Early Years Professional Status) and is a qualified teacher. She has held the role of special educational needs coordinator since 2007 and is also Deputy Manager.

Currently Julia is also seconded to Bath and North East Somerset council one day a week as an Assistant Area Senco where she supports other settings in the area.

Having an experienced senco within our setting allows us to share her knowledge to the other members in the staff team, this enables us to provide a high quality, inclusive, warm and nurturing environment with a consistent approach throughout the setting.

Over this time she has supported a large number of children and their families, all with very unique needs, requiring very different and varying levels of support including developmental and learning delay and specific medical needs.

How we work

Preparation is key when a child begins a new setting.



The most important source of information about your child is you.

As parent/carers you know your child best and any information you can provide is extremely important to us.

Every child and their family starting at our setting will go through our induction programme. This will include home visits, visits to Pre-School and a planned settling in process. All children are different and in some circumstances there may be a short period of waiting before your child can start at pre-school, this will allow any extra provision, staff training or safety procedures to be put in place. We operate a key person approach within the setting so that your child can form an attachment with a familiar adult. The key person will spend time getting to know you and your child, they will share information with you about your child's progress through observations in their learning journal, sharing and discussing their next steps and learning journeys on a regular basis.

If you have any concerns about your child

If you have any concerns about your child however small they may seem we are always happy to discuss these with you.

You can approach your child's key person, the settings Senco or any member of staff you feel most comfortable talking to.

Also if we have any concerns about your child we will always discuss these with you openly.

In both of the above situations some of the strategies below may be put in place to support your child.

- Strategies within the setting
- Long term and short term Target based Outcomes
- Inclusion plans (these help all staff to follow the same consistent approach)
- We might seek permission for a Local authority Area SENCo Advisory Teacher to observe and discuss your child
- We may need to refer your child to another agency for additional support. These can include Speech and language therapy, occupational therapy, educational psychology. This enables parent/carers and settings to get specialist advice and strategies, these can help your child be fully included (where safely possible) in all aspects of pre-school and the early years curriculum.
- If your child attends more than one early years provision it is very helpful to share all information between the settings. We can sometimes have a communication diary that goes between home and the early years settings, this enables everyone to communicate regularly and important information can be shared. Settings will also share Target based Outcome Plans, Inclusion plans, and strategies used in the settings. This will then promote a consistent approach.
- A one page profile is another lovely way of sharing information about your child. It is a very individual and personal picture of your child that you can make alongside your child's key person.
- You may be asked to attend an SEN Support review meeting, this is a meeting where targets are reviewed and new targets are set. This may be with pre-school staff or sometimes specialists may attend.
- You may also be asked to attend a Team around the child meeting (TAC). This is a meeting where you and all the other people helping your child will come together and discuss, what is going really well, what other help may be needed and what we will all do next to put this in place.
- To help you to tell your child's story you may be asked if you would like to have an early help assessment completed about your child, and your family situation. This will be completed alongside a member of staff from the early years setting, a support worker or a health professional. Early help means that you do not have to tell your story over and over to each person who may become involved. It is also very useful in helping to put a written plan of action in place. There will also be regular review meetings to follow up actions.
- If your child requires a higher level of support we can apply for inclusion support funding. This will allow a higher level of individual support to be given to your child whilst in our setting.



Transition into other settings.

Transitions into other settings can be a very anxious time for both children and parents/carers, and although we cannot stop the anxiety we hope we can help children and families by seeing the importance of smooth transitions and having excellent procedures in place to compliment this.

We have very good links with all our local primary schools.

We always strive to have close links with settings that are children are moving onto.

All transitions are individual and each child will need differing levels of support.

All children will have a detailed moving on document passed to a new setting.

We will always welcome other practitioners into our setting to meet children

- If your child has complex needs they may require a lot of extra help when moving on to a new setting /school. In these circumstances we will discuss with you the best plan for your child.
- We may work with you to put together a non-statutory Education, Health and Care plan (My Plan)
- If your child has long-term Special educational needs that require a higher level of support and services we may suggest working together to request a statutory assessment for an Education, Health and Care Plan (EHC Plan). This is a new process which involves you, us and other professionals and specialists working together. This might result in a Statutory Plan and specialist provision/resources for your child on transition to school.

The First Days

The Pre-School staff will work closely with you to help your child settle in. This takes longer for some children than others so do not feel worried if your child takes a while to settle.



Getting Involved

At Pre-School we encourage parents and carers to get involved and play a full part.

There are many ways you can get involved.

One of the best is by helping out at a session. You can add your name to the parent/carer rota on the notice board at a time to suit you.

Maybe you have a special talent, skill or interest?

Are you a good storyteller?

Do you enjoy singing or play an instrument?

We are always on the lookout for new ideas or activities to share with the children.

We also have WOW! sheets available for you to let us know anything special that has happened away from Pre-School. We also send these home from us to let you know what has been happening.

Overall our aim at Pre-School is to help your child, a unique individual, develop at their own rate through challenging and exciting play.

We aim to provide opportunities for them to grow in self- confidence and provide them with the skills to make the transition to school an easy and enjoyable one.

We value you as the first and most important educator of your child.

If there is any other information you require or any other questions you wish to ask then please see your child's key person or any member of staff.
Please contact us if you need any more information and come and visit us!
Telephone 01179877753
Website queensroadpreschool.co.uk



Welcome to Queens Road Methodist Church Pre-School



This is what parents and children say about our inclusive setting.....

Thank you so much for having such a positive response to his needs.. and for showing us that he really can manage all that the other children can

Thank you for helping me at Pre-school I have learnt a lot of things I can take to big school

Your help and support has been invaluable to us and has helped him have the best possible start to school

Thank you for your consistent patience and reliable 'can do' approach to everything

