

Local Offer: Early Years Settings



Special Educational
Needs & Disability

<p>1. Business name and Ofsted number: St Nicholas Pre School Radstock. Registration Number EY417834</p>
<p>2. Who is your named Special Educational Needs and Disability contact? Hayley Bendle 01761435067 stnicholasradstock@hotmail.co.uk</p>
<p>3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?</p> <p>St Nicholas Pre School provides an environment in which all children, including those with Special educational needs and disabilities (SEND), are supported to reach their full potential.</p>
<p>4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?</p> <p>We have small keyworker groups and build close relationships with children and their families. We work closely with all other professionals such as speech and language therapist, occupational therapists, educational physiologist. We hold meetings with families and professional to discuss children's progress and next steps and what is important to them.</p>
<p>5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?</p> <p>Staff meet with Parents/carers on a regular basis, at a convenient venue such as Pre School or home. Your child's Keyworker keeps a 'learning diary' where all your child's achievements are documented alongside the Early Years foundation stage, Parents/carers are encouraged to take these home and share with family members. We are able to help and support families in referring to other agencies such as outreach workers, social workers, health visitors, play workers. We also can support families to access resources, including using the sensory rooms at the local Children's Centre and borrowing toys and equipment. We share children's Next Steps and targets with Parents/Carers and provide ideas for things they can do at home to help.</p>
<p>6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?</p> <p>Children who attend more than one setting will receive a communication book, this is used to inform the other provider of the child's achievements, activities and development. We meet regularly with parents/Carers and the other providers to ensure that each child's transition is tailored to their individual needs. For children starting school we will visit the school and also encourage the teacher to visit the child in the Pre School environment. We</p>

will hold transition meetings and complete a 'transition to school card' with the Parents/carers.
7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?
We have a ground floor preschool with no steps or stairs. We have wide access doors and toilet, which are fully wheel chair accessible. Our tables and resources are at child's height are accessible to all. We have soft safety flooring in part of our outside space, we have both high and low water, sand and activities trays. We have lots of quiet spaces both inside and out. Children are encouraged to wear slippers inside to help reduce noise levels. We cover tables with sensory fabrics to provide an stimulating work surface and help reduce noise level for children who are hard of hearing. The most important part of our preschool environment are our fantastic, hardworking small staff team.
8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?
We have had experience of working alongside children and families with a range of medical and physical needs, including children on the autistic spectrum, children with behaviour or emotional difficulties, children with mobility problems. Children with cochlear ear implants and hearing aids (Bilateral profound deafness) Children with speech and language difficulties, delay or non- verbal. Children with medical needs such as diabetes and asthma. We also have had the experience of working with children who have had severe allergies. Staff have attended a range of courses - speech and language courses Including Picture exchange communication, Visual timetables, Now and Next boards, Course from the sensory support service at Elm field house, Bristol. Training from the diabetic nurse. All our staff along with the primary school staff attended a whole day training on supporting children with emotional needs.
This is an opportunity to signpost parents to services that can support them, for example the Parent Partnership Service