

## Early Years Local Offer

Name of setting: Woodlands Pre-school & Nursery.

Ofsted number: EY499013

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

At Woodlands Pre-school & Nursery you are welcome to speak to any of our staff if you have any concerns about your child. However, Emma Whitby is our Lead co-ordinator for special educational needs and disabilities (SENCo).

If your child has an identified special need before joining our setting, Emma will work with you to ensure that everything is in place (e.g. special equipment/resources, staff training, classroom organisation etc) before your child joins us.

Your child will be assigned a key person, who will work with Emma to continually monitor and review your child's development and progress in the setting through the Early Years Foundation Stage (EYFS) framework.

We work very closely with other professionals such as Health Visitors, Speech and Language Therapists, Specialist Inclusion Workers, Educational Psychologists, Early Years Advisory Teachers, Physiotherapists and other healthcare professionals, to ensure that your child is given appropriate support and that we provide the very best care and educational opportunities for your child.

2. How will the setting's staff support my child?

Lead SENCo Emma Whitby, has a wide range of experience helping children with different needs and supporting their families.

Your child's key person will develop a strong bond with your child and we will work with you to ensure your child is happy and settled at Woodlands.

Your SENCo will work to ensure that you are closely involved at all stages and will also liaise with the setting staff plus a wide range of professionals, to ensure your child's needs are met.

### **3. How will I know how my child is doing?**

**You will be given verbal feedback on your child's daily progress and are always welcome discuss your child's progress informally at the setting or by telephone or email.**

**We will also review progress with you via their learning journals, individual education plans, through parent's evenings and termly summaries of your child's progress.**

**The regularity of formal meetings between staff and parents will depend on your child's level of need.**

**There are many formal ways of communicating about your child's progress but we welcome an informal chat at the end of a session, so please always speak to us about any concerns.**

### **4. How will the learning and development provision be matched to my child's needs?**

**Through the Early Years Foundation Stage (EYFS), we will observe and assess your child and then plan their learning and development provision around our observations and next steps.**

**We will follow advice from other professionals on how to support your child's particular needs and the SENCo will ensure that training is accessed for staff, where possible, to support your child's learning.**

### **5. What support will there be for my child's overall wellbeing?**

**We will involve other professionals (e.g. Health Visitors) to ensure that we support your child in all areas of their development. For example, we will support you and your child with toilet training - the setting is equipped with changing mats/potties etc. Similarly, we can support any issues regarding eating – Jackie Moorby is our Catering Officer and co-ordinates our food preparation/supply. If your child has any allergies/intolerances to food items, she will work with your child's key worker to ensure your child's needs are met during snack times.**

**If your child has any specific medical needs our staff will undergo appropriate training – e.g. epi pen training and we will administer medication prescribed by a hospital Paediatrician or GP.**

**We have a behaviour management policy which outlines the procedures used at the setting. However, if specialist help is required to manage behaviour, we can request the support of the Inclusion Development Officer (IDO) employed by the local authority.**

**All staff have a positive approach to all children's individual learning and development and are sensitive to their needs. Challenging behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's positive behaviours. All staff have completed a Hertfordshire Steps behaviour training course, to gain further knowledge and understanding.**

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

**Emma Whitby attends local clusters for exceptional needs funding and regularly updates training to ensure the setting continues to deliver appropriate special provision.**

**She is also experienced in working with professionals to deliver speech and language programmes and has completed the Eklan course Level 3 – Speech and Language Support for Under 5's.**

**We have very good links with our local Children's Centre (on site) and we work with a wide range of agencies such as the Integrated Services for Learning team, Advisory Teachers, Occupational Therapists, Physiotherapists, Educational Psychologists, Specialist Speech and Language Therapists, Specialist Health Visitors, GPs, Paediatricians, Social Services, local Child Development Centre etc.**

**Our Transition Procedure is supported through our good relationship with the local feeder schools and also Tracks (Autism). This will help to make the process of moving to a new setting much easier for your child.**

**7. What training and/or experience do the staff, supporting children with SEND, have?**

**Staff have experience working with children with special needs and liaise with the SENCo and external professionals to ensure the appropriate support is ongoing.**

**We use appropriate Makaton sign language. The Makaton Core Vocabulary book (signs) is in the setting for reference, to support individual children. We have also used PECS (Picture Exchange Communication System).**

**8. How will my child be included in activities outside the setting?**

**We regularly have visits from outside companies who will come to the setting and provide fun and exciting learning opportunities for all children within the Nursery. For example, Zoo Lab, local food banks and children's centre activities. All parents/Carers shall be informed of such activities and asked if they do not wish their child to take part.**

**9. How will I be involved in discussions about and planning for my child's learning and development?**

**Your child's key person will be available to discuss your child's needs. However it may be necessary to arrange a mutually convenient time for a meeting, to ensure sufficient time is available. Team Around the Family (TAF) meetings are carried out regularly.**

**If external professionals visit the setting to see your child, we try to organise a meeting at the end of that visit for a brief discussion. If this is not possible, any reports are always copied and given to you. Parental consent is always obtained before we refer to any outside agencies.**

**10. How accessible is the building / environment?**

**The setting environment is very accessible and satisfies current disability regulations.**

**There are no stairs in our building and we have ramp access to the 2 year old room and the 3-4 year old room. The enclosed pathway leading to the building is wide enough to accommodate wheelchair access.**

**We have purpose built toys and equipment at your child's level.**

**Our garden is all on one level and we have the appropriately safe outdoor play surface area. The existing sensory garden is in the process of being updated.**

**Toilets and hand basins are child size and can be accessed by a child's wheelchair. If a larger wheelchair needs to be accommodated, access to a single toilet is available in the foyer.**

**11. How will the setting prepare and support my child with transitions between home, settings and school?**

**Before starting at Woodlands an 'All About Me' sheet is completed by you, to ensure your child's interests and needs are known. This also helps to form our baseline assessment and determine our next step of provision. If necessary a health care plan is completed and signed off at this meeting.**

**Your child will be invited for a pre-start visit, where you will be able to leave your child in the setting with the key person, staff and other children. This is for 1 hour. On your return after the hour, you will be able to speak to the key person regarding how your child has settled.**

**Different settling in strategies can be implemented, depending on the individual needs of your child e.g. staggering attendance in the initial sessions, then increasing to incorporate the full session time. Discussions with you will be ongoing.**

**When your child is ready to transition from the 2 year old room to the 3-4 year old room, room leaders and key persons will liaise to discuss your child's progress with you and explain the procedure. Just before your child's 3rd birthday, they will be able to visit the older room for short periods of time across 1 week and spend time with the new key person. This will increase until your child becomes familiar, happy and confident to remain in the older room and complete the transition.**

**When it is time for your child to leave Woodlands to start nursery school or school reception class, we will contact the new setting and invite them to visit your child at the setting. During this visit the teacher or key person from the school will meet and play with your child and discuss their development and progress. A Transition Form is completed to support this process.**

**If your child receives care from any other setting (e.g. another nursery or a childminder) we will work with them by sharing information/learning journals on a regular basis.**

**12. How will the setting's resources be used to support children's special educational needs?**

Equipment and toys are moveable and can be made accessible. They are age and stage appropriate and changed appropriately to ensure ongoing progress. We will seek to borrow specific equipment needed for specific needs e.g. from the Specialist Inclusion Worker, Advisory Teachers, Physiotherapists, Children's Centre etc.

The setting has a high staff/child ratio, so your child will receive opportunity for plenty of adult support. We are also a very inclusive setting and have a range of resources/strategies in place to support children with a range of needs e.g. visual timetables, (using photographs and symbols), PECS, which may be used with speech and language delay or if English is a second language.

We have a number of sensory resources e.g. treasure basket, feely bags, musical instruments, chimes, different colour/shape/size/textured balls, access to bark play surface etc.

**13. Who can I contact for further information about the early years offer in the setting?**

**Emma Whitby (SENCO)  
Woodlands Pre-School & Nursery  
Grounds of Woolenwick Junior School  
Bridge Road West  
Stevenage  
Herts  
SG1 2NU**

**Tel: 01438 746398**

**Email: [info@woodlandspn.co.uk](mailto:info@woodlandspn.co.uk)**

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)