



Pre-Prep Local Offer

SENCO for Pre-Prep – Mrs Claire Baker

From September 2014 every Local Authority will be required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use.

This will be known as the 'Local Offer'.

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

The Pre-Prep follow the Early Years Foundation Stage curriculum and offer Free Entitlement for eligible children in the Reception class. We identify children with special educational needs in the following ways:

- Previous records and discussions with parents/carers and other settings.
- Careful observations of a child in school.
- Experienced and well qualified staff.
- In – house qualified SENCO.
- Assessments both in-house and external if appropriate.
- Close working with other agencies as required. Our staff work closely with parents. We operate an 'open door' policy and welcome comments and queries. We believe children learn better if they see teachers and parents working together for their benefit.
- If we have concerns regarding your child's development, we will talk to you about why we feel support may be needed.
- Parents can chat to class teachers, Head of Foundation Stage and SENCO daily, and make appointments for a longer or more formal meeting by emailing staff.

2. How will Early Years setting staff support my child?

- The Pre-Prep is well-resourced in terms of staff and equipment.
- Our SENCO will work closely with you, the class teacher and teaching assistant, explaining the support we are providing, and progress made
- Council will be kept informed of the structure in place to support you and your child
- Our high staff ratio enables opportunities for individual attention for all children and children have a dedicated key person.
- We will produce differentiated plans, and these can be shared with you. The plans will be reviewed and amended regularly
- We will develop a shared approach to support and education, so your child has a consistent approach with home and school
- We will communicate regularly.
- We will keep careful records charting progress
- We will liaise with other agencies as appropriate
- We will attend training to familiarise ourselves with a specific condition
- We have on-site qualified medical staff

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

- Our approach is child-centred
- We are able to tailor our curriculum to each child's specific needs.
- We use previous records, discussions with parents and in-house observations to ascertain your child's starting point and future needs
- Lessons are differentiated allowing every child to access the curriculum at their level in order to make progress
- Our positive ethos builds confidence and self-esteem to support learning Individual Learning Plans (ILP) will be created where necessary and shared with you
- Our SENCO is able to offer support and advice about the individual and group support sessions which are available.
- We work closely with other agencies to support individual needs as necessary (this may incur additional cost)

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Our open-door policy encourages you to feel welcome at any time so you should always feel there is the opportunity to discuss your child and see their work
- We hold Parent Consultation meetings to give an overview of your child's progress. However, we are pro-active in discussing progress with parents throughout the term
- We offer the opportunity for your child to show you their work and share their learning during visits to their classroom.
- Your child's learning and progress will be tracked using an on-line learning journal.
- If needed, your child can access specialist support from our SENCO and you will be kept informed of progress through meetings, phone calls or emails as appropriate
- If you are not able to visit the setting, you are welcome to email your child's teacher with queries or comments
- Parents have individual access to Tapestry, an online journal that documents children's attainment and progress.
- At the start of each term the class teacher will make available to you a timetable and an overview of the planned learning for the term
- Workshops and information evenings are held to explain our approach to various aspects of learning, e.g. phonics

5. What support will there be for my child's overall well-being?

- Our Safeguarding policies are regularly reviewed and are available for you to read on our website.
- Our strong ethos is based on children feeling secure in a positive environment. This supports the growth of self-esteem and confidence: the cornerstone for well-being
- Our department is protected by door code admission and fenced play areas. We follow the guidelines for Safe Recruitment and all staff have DBS documentation
- Small classes ensure we know each child well, and have time to liaise with you regularly
- Each class has a teacher and a teaching assistant
- Our PSE programme is robust. Children are listened to and encouraged to resolve

difficulties independently, but supported through the process by staff where necessary

- Behaviour expectations are gently reinforced by all staff
- A weekly staff meeting is an opportunity to disseminate information regarding individual children – emerging needs, friendships, playtime difficulties etc. So all staff are aware and can support your child
- Our in-house Health Centre will advise us on health issues and administer medicines as appropriate
- Staff are good role models for good manners and caring behaviour
- We always seek additional support and advice from professional agencies when needed

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

- We draw on our experienced Learning Support department in the Prep School when required and in house qualified SENCO
- We access specialist services and have an Educational Psychologist, Speech and Language therapist and Occupational therapist working regularly in school (additional charge)
- We access local authority support wherever possible
- We attend training for specific needs as appropriate

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

All staff are qualified with QTS (teachers) and NVQ Level 3 or higher (Teaching assistants).

8. How will my child be included in activities outside the Early Years setting including trips?

- A close working relationship with all parents ensures we discuss needs and provide inclusive activities both in and out of school for all children
- Enhanced staffing ratios are employed as necessary for outings
- Only accessible and inclusive locations would be chosen for outings
- Our risk assessment procedures ensure all aspects of visits are safe and appropriate for all pupils

9. How accessible is the Early Years setting environment? (Indoors and outdoors)

- Visual timetables are used where appropriate
- We will access training to support particular needs
- We will discuss needs for equipment and facilities to support specific needs
- (For further information please refer to the Accessibility Policy on the school website.)

10. How will the Early Years setting prepare and support my child to transfer to a new setting/school?

We have an excellent induction process for all children. This includes ·

- Taster sessions for Nursery
- Transitional class (Fledglings) in summer term for Nursery.
- Transition sessions for Fledglings in Reception
- Children have daily music lessons in the main Pre-Prep Hall

- Visits to lunch hall in summer term for the Fledglings with Pre-Prep
- Staff are known to all children.

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

As an Independent setting, funding may not be available through Local Authority routes. The school may provide some support through existing staff and in-house SENCO.

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

A decision for the level of support will be made in by the class teacher in conjunction with the SENCO, in response to observations, assessments and reports from external and internal sources. Parents will be involved in discussions and decisions at every level.

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

We encourage parents to support our work at home by:

- Helping with activities as appropriate e.g. reading
- Contributing to their child's learning journals.
- Supporting our Golden Rules out of school
- Having open discussions regarding progress
- Supporting our Friends of the Prep committee and events (mainly charity fundraising)

14. Who can I contact for further information?

SENCO - c.baker@cheltenhamcollege.org

Head of Foundation Stage - Christina Reeves - c.reeves@cheltenhamcollege.org

Nursery Manager - Rebecca Davies r.davies@cheltenhamcollege.org

Acting Head of Pre-Prep - r.hamlyn@cheltenhamcollege.org

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