



*Please note that our support will be adapted to meet the current government guidelines during the Covid-19 epidemic.*

[Mulberry Pre-School | Family Information and Services Hub \(hants.gov.uk\)](https://www.hants.gov.uk/mulberry-pre-school)

## **How does the early years setting know if children need extra help and what should I do if I think that my child may have special educational or disability needs?**

Our setting recognises parents as the first and most important educators of their children. All staff see themselves as partners in providing care and education to your child.

During your initial contact, visits or at taster sessions, there are many opportunities for you to meet your **child's key person** as well as the **Special Educational Needs and Disability Coordinator (Sendco)** and other members of staff where you can share any concerns you may have about your child's needs. We will work in partnership with yourself to establish how we can best support these needs and if we feel your child may benefit from extra support to achieve and reach their developmental milestones. We will gather information from yourself, through observations by staff at our setting, information from any other settings your child attends/or may have attended as well as from outside agencies already involved in your child's care if applicable. We can liaise with other agencies, if necessary, and with your permission, to help us determine how best to support your child. This could be in the form of Speech and Language Therapists (Salt), Portage Workers, Inclusion Setting Support Officers (ISSOs), Occupational Therapists(OTs)/Physiotherapists etc...

*Please refer to our "Role of the Key Person and Settling in" policy and our "Supporting Children with SEND" policy – details at the end of this document.*

## **How will early years setting staff support my child?**

Our **\*Sendco** will work together and plan with your **child's key person** and oversee all the extra support your child may require. Our Sendco will **liaise with other agencies** (with your permission) and feedback to yourself and other staff in the setting. Your child's key person will work with your child to ensure their progress and needs are being met and adapted as and when their needs change. Together with yourself an **Individual Education Plan (IEP)** will be drawn up to meet the specific needs of your child, this may include targets from OT, Portage and Salt.

We will meet with you to review the IEP once a half term and to feedback achievements and progress. There are plenty of opportunities to speak to us about any concerns or queries you may have, either by phone, email or in person. We have an open-door policy during non-Covid times. The Sendco will report back to staff in monthly staff meetings to inform them of the children with SEND needs, their progress, and any additional support they might require. We are completely open to support all parents with their children's needs and development and as such are readily available to you to discuss the progress of your child and offer support and advice. The amount of support we offer is tailored to fit the individual needs of your child.

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### **How will the curriculum be matched to my child's needs?**

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Each child is different and unique. When we plan activities for the children at our pre-school we plan for all areas of the curriculum - as whole groups, small groups, and your child's individual needs to ensure we are using our children's interests to support areas of their development. We make sure our activities are accessible to all our children in our care accommodating all levels and abilities and with continuous observations and assessments we can adjust and build upon these to best support your/each individual child's needs.

We offer a variety of resources to support our children's learning which are suited to their developmental stage so that your child can access the resources most suitable to them to help them grow and achieve.

We plan child initiated and adult led/supported activities to ensure that there are broad and accessible activities for all the children.

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

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Every child has an online journal (Tapestry) which is a working partnership document between the setting and your family. This online journal contains photographs, videos, a record of your child's developmental milestones and a celebration of their achievements.

This journal also includes regular assessments of 'I can do' achievements and your child's next steps. ***Talking to yourself/parents regularly at drop off or pick up is invaluable to gain and share your child's progress informally.***

We encourage parents to contribute to their child's online journal (Tapestry) sharing with us their milestones outside of pre-school to ensure we have a holistic view of your child's development both at home and at Mulberry Pre-school.

Regular meetings will take place for children with additional needs and an IEP (Individual Education Plan) in place. Targets and progress will be discussed and reviewed, how these targets are going to be achieved and any further next steps/targets that need to be put in place. Parents and other outside agencies involved in the child's development will be given a copy and our copy will be kept securely in the child's personal file.

### **What support will there be for my Childs overall wellbeing?**

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We provide an environment in which all children, including those with SEND, are supported to reach their full potential. We are an inclusive setting, and we welcome and celebrate each child's diversity and uniqueness. We believe that for children to develop a strong sense of themselves and high self-esteem they need to be cared for in an inclusive environment where they are valued and nurtured.

We have highly qualified staff that are caring, approachable, understanding and are willing to improve and implement new initiatives and reflect on their own practice to continue to improve and maintain the excellent provision we provide.

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As a team we are all responsible for the pastoral, medical and social care of every child in our setting. Our staff have regular and up to date first aid, promoting positive behaviour and safeguarding training. Please see our policies and procedures on our website, details listed at the end of this document.

Our staff share information regarding the children's needs whether it be medical, well-being or other to ensure that everyone at our setting has the information necessary to look after your child, to keep them safe and putting their best interests first. This information is obviously shared confidentially and only with the staff involved in your child's care.

Our behaviour co-ordinator works closely with staff and parents in supporting children with behavioural needs. We do not exclude children who need extra personal, social, and emotional support but will instead put into place strategies and activities that will best help and support them in an appropriate way.

*Please refer to our "Promoting Positive Behaviour" policy and our "Valuing Diversity and Promoting Inclusion and Equality" policy – details at the end of this document.*

## **What specialist services and expertise are available at or accessed by the early years setting?**

We currently work with \*SALT, \*OT, Portage and \*Inclusion Setting Support Officers. If we do not have links with a service your child may require we would take the necessary steps to secure these.

## **What training have the staff supporting children with SEND had or having?**

Sendco Lead is	Ruth (BAHons with qualified teaching status) Safeguarding – Level 4
Behaviour Co-ordinator is	Gillian – TQUK Level 3 Diploma for the Children's Workforce Pre-School Manager Safeguarding – Level 4

Most of our staff are level 3 qualified with our Sendco Lead, Ruth, being qualified with BAHons with Qualified Teaching Status and has completed SENDCo induction training. Most of our staff are qualified in First Aid training and Epi Pen use and all have had Safeguarding training. All of our staff have had Behaviour Management training and our designated Behaviour Coordinator is Gillian who is also the Pre-School Manager and Safeguarding Lead.

Visual timetables are displayed around the setting to support our children's communication skills.

We feedback new initiatives and resources to staff to support the children's development in our care and are always renewing and updating our training so we can provide the best quality care. We

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seek support and advice from outside agencies, fellow colleagues and other Sendcos attending SENDCO cluster meetings.

*Please refer to our “First Aid”, “Administering Medicines”, “Promoting Positive Behaviour”, and “Supporting Children with SEND” policies available on our website. Details at the end of this document.*

### **How will my child be included in activities outside the early years setting including trips?**

All our activities are adapted to ensure all children will be able to access them either independently or with adult support. Mulberry Pre-School only take children off site for short works around the area and woods, trips to the nearby shops / post box or to visit our neighbouring primary school. A risk assessment is carried out before taking the children off the premises to ensure that the health and safety of all the children will not be compromised and that the correct number of staff to children ratio is adhered to. Children will only be taken on activities/trips outside of pre-school if we have a consent form, which is usually signed when your child first joins our Pre-school. Any necessary clearly labelled medicines that a child may be taking will be taken on the trip together with a work mobile phone, first aid kit and your child's emergency contact details.

*Please refer to our policy on “Supervision of Children on Outings” available on our website. Details at the end of this document.*

### **How accessible is the early years setting environment? (indoors and outdoors)**

Our building is all on one level, with a small step over the fire exit doors into the garden area. The hall is spacious and where possible all the equipment is accessible to the children. (we are a pack-away session so we are unable to leave equipment out from one session to the next.)

We work in a secure environment/building, are wheelchair accessible and have a disabled toilet and facilities for nappy changing.

Other than the physical restrictions of the building and being a pack-away preschool, we are always open to reviewing and adapting our environment to accommodate all children's/parents needs where possible.

### **How will the early years setting prepare and support my child to join the early years setting and/or transfer to a new setting/school?**

We have excellent links and work very closely with our feeder schools to ensure your child's smooth transition into primary school. The Reception teachers visit the children at our setting (during non-COVID-19 times) and discuss the children with their key person and or/ manager, addressing any specific needs that a child may have. If they cannot come into our setting during Covid times a telephonic discussion will be held. During the Summer term our feeder schools also arrange visits for the children to explore and play in their soon to be setting (as do most schools).

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If your child is not going to be attending either of these feeder schools, we will make the necessary contact with their new school and will either speak to them in person, over the phone or invite them in to visit us.

A report will be sent to your child's new school summarising their developmental milestones together with some personal and social comments (e.g., their interests and friendships groups).

For children with SEND needs (where appropriate and with discussion with the school) we would arrange more visits for the child to visit their new setting to ensure a smooth as possible transition (this might with the support of their key person).

Transition meetings would also be arranged which would include as many of the outside agencies that have been involved with your child's support as possible as well as their key person and our Sendco Co-ordinator. We would discuss the child's progression, achievements, areas for further support and strategies/resources needed to ensure a successful transition into your child's new setting.

*Please refer to our "Transfer of Records to School" policy – details at the end of this document.*

### **How are the early years setting's resources allocated and matched to the children's special educational needs?**

We have one main room at Mulberry Preschool as we are based out of a local community centre. Depending on availability at the time we may be able to make use of one of the smaller rooms in the community centre to offer a smaller and quieter space for language and focus groups. The main hall is set up with age-appropriate resources suitable for their ongoing developmental needs.

We regularly review how the room is set up to accommodate all the children's needs enabling them to move freely and to access equipment independently. If additional resources are required for a specific need, we would ensure these are accessible and that all staff are aware of the resources required for use in the session. We have a good selection of multi-sensory and language activities and we will adapt our resources to a child's specific needs accordingly.

We ensure that all children with SEND needs are met to the best of our ability, within the funds we have available and the space we have to offer.

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

Your child's Key Person, our Sendco Co-ordinator, any other outside agencies (with your permission) and yourself as a parent will discuss together what support would be appropriate for your child's individual needs.

All children require different types and levels of support so this will be based solely on your child's needs, what funding is available and what provisions may already be in place. This support will be regularly monitored and reviewed to ensure needs are being met and progress being made. This

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## MULBERRY PRE-SCHOOL SEND LOCAL OFFER



will be done through observations, reviewing IEP targets and progress and achievements in the child's developmental milestones. We have regular meetings and discussions with parents and are available during sessions (during non-COVID-19 times) to discuss progress and to offer further information, advice and support for both child and parent.

Where appropriate the setting or parent can request an application for an Education, Health and Care (EHC) Plan to support children with significant support needs. (Support4Send). More information can be provided by request.

### **How are parents involved in the early setting? How can I be involved?**

We encourage and value all our parents to be involved as much as they can to enhance the rich learning experiences and opportunities of the children in our setting in these very important first years of their education. Opportunities to become involved in our pre-school "family" include:

- Contributing to your child's online journal (Tapestry) by adding comments to their observations, uploading your own observations and photos of your child's achievements outside of pre-school e.g., baking, a trip to the zoo, pedalling a bike, special occasions and wow moments or just updating us over the phone or during pick up time if time allows.
- We send out regular updates and newsletters of our activities and events at Mulberry Pre-School which gives you as parents/carers many opportunities to be involved and share and discuss your child's experiences at our setting.
- Attending a 'stay and play session' convenient to yourself (during non-COVID-19 times).
- Volunteering for a specific activity or to share your talents, experience, or cultural celebrations. E.g., baking, playing a musical instrument, talking about your job (e.g. people who help us), sharing celebrations e.g. Christmas, Diwali, Eid, Chinese New Year amongst others.
- Several opportunities for you to come and support the children celebrating Christmas/Nativity, Easter Party and Farm, Leavers sports day and party.
- Joining our committee -being a Charity we are a committee run Pre-school.
- Helping us at our fund raisers such as the autumn and summer fayres, quiz nights and coffee mornings
- Participating in surveys giving your input into how we can continue to improve our setting.

### **Who can I contact for further information?**

Your first point of contact is your child's keyworker (who is appointed to your child when they start) or our Sendco Co-ordinator. Alternatively, you can ask to speak to one of our Managers or Deputy Managers. You can also contact your local health visitor or GP for advice and guidance.

Our contact details are as follows:

Mulberry Pre-School Telephone no.	02380-261616
Main email address:	<a href="mailto:mulberryps@yahoo.co.uk">mulberryps@yahoo.co.uk</a>

You can find local authorities local offer and SEND support on their website by following this link <https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

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If you would like more information or to arrange a visit to come and meet the team, please contact us and our staff will be happy to meet you and your child and discuss how we can meet your child's needs.

**Ruth Bennetts**  
**Senco Co-ordinator**  
Updated July 2021

Please refer to our website: <http://www.mulberry-preschool.co.uk/> to access our supporting policies and procedures or you can request them by email.

- 9.2. Supporting children with SEND policy.
- 10.1 Early Years Prospectus.
- 1.2 Safeguarding children, young people and vulnerable adults' policy.
- 3.2 First Aid policy.
- 4.1 The Role of the Key Person and settling in policy.
- 6.1 Administering medicines policy.
- 6.2 Managing children who are sick, infectious or with allergies policy.
- 7.1 Promoting positive behaviour policy.
- 8.3 Supervision of children on outings policy.
- 9.1 Valueing Diversity and Promoting Inclusion and Equality
- 10.8 Transfer of records to school policy.

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