



Charity No. 1026771

Special Educational Needs and Disabilities (SEND) Local Offer

Introduction

West Sussex County Council has asked us to produce this document as part of the "Local Offer" which all Local Authorities are required to publish from September 2014. The local offer is a list of published information designed to help parents and carers make choices about what services are available in their area for children and young people up to the age of 25 who have special educational needs and/or disabilities (SEND).

Jack and Jill Playgroup is a charity run playgroup for children aged from 2, 3 and 4. We hope that the following information will help you form a clear profile of our organisation and how we can support children with SEND.

1. How does Jack and Jill Playgroup know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Jack and Jill Playgroup has an experienced, skilled and dedicated team of staff all of whom hold NVQ 3 Qualifications in Early Years Childcare, Learning and Development to deliver the best possible outcomes for children. We believe all children are entitled to the full provision of the EYFS regardless of any identified disability or special educational need.

We have a dedicated member of staff who is kept up to date with the latest Inclusion/SENCo training in addition to the Manager - our SENCo (Special Education Needs Co-Ordinator). We regularly consider the training and development needs of all staff members to ensure we offer a quality learning experience for your child that continually improves.

We understand how important it is to find the right playgroup for your child - where your child's individual needs are recognised, discussed with you and different ways of helping your child learn through play or managing your child's behaviour are put into place.

When your child starts attending our setting, you will be informed of the name of your child's "Keyperson" and their role will be explained. The Keyperson will work closely with you and your child to monitor your child's progress and well-being.



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This helps us identify early any issues relating to special educational need. If you have any concerns, we have the opportunity for daily informal "catch up" conversations when you drop off or pick up your child, in addition to the more formal meeting every 6-8 weeks between you and your child's Keyperson, where we discuss your child's progress and observations of your child at play with you through "The Learning Journal".

If you think your child may have special educational needs or disabilities prior to being offered a space at Playgroup, we would welcome the opportunity to spend time with you discussing your concerns in order to obtain a bigger picture of your child - either at our setting, your home or other educational establishments. We would also invite you and your child to attend a few sessions at Playgroup so you can see if it's the sort of place you would like your child to come to.

2. How will the staff at Jack and Jill Playgroup support my child?

- Board of Trustees - Jack and Jill Playgroup is a charity, which means we have a Board of Trustees (usually parents of children attending the setting) overseeing the management of our Playgroup. Regular meetings are held between the Trustees and Manager to discuss finance, fundraising ideas and objectives as well as any special needs that our children may have. The Trustees have a vested interest in the success of Jack and Jill Playgroup both by supporting staff and the children, and we work closely as one team to ensure the future viability of our setting. Trustees understand the need for data confidentiality and treat any private information with sensitivity. All Trustees have had a criminal records check through the Disclosure and Barring Service (DBS).
- The Playgroup Deputy supports your child at Playgroup by carefully managing the day to day curriculum planning. She will ensure that activities are in place, both inside the hall and outside to meet all areas of the EYFS (Early Years Foundation Stage) Statutory Framework and Practice Guidance. This includes your child's physical development; literacy development; communication and language; personal, social and emotional development; understanding of the world; mathematics and expressive arts and design. We also take into consideration the individual needs, interests and stage of development of the children in our care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- All staff will be interacting with your child on a daily basis, with your child's individual preferences being taken into account.



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- Some children have a favourite member of staff - not necessarily our SENCo or the Keyperson - and where possible, we make allowances for this eg. when a child requests that someone special help them with their toileting or sits next to them at lunchtime. It often changes daily! All of our staff will be interacting with your child and continually monitoring and gathering observations on your child (photos/notes of what they say or do and samples of paintings, drawings and mark making) to create a holistic picture of your child's interests and ongoing development.
- Our SENCo, with input from your child's Keyperson and from the parent(s) will be responsible for devising your child's Individual Educational Plan (IEP) if we recognise that your child has a special need or needs support in an area of their learning.
- Your child's Keyperson will be responsible for implementing the IEP and updating the Learning Journal. This will be explained to you when your child starts playgroup with us, both in person and in writing when you receive your Parents Welcome Pack. These reports, observations and IEP's remain private and confidential, although where appropriate all members of staff have access to this information in order to help with your child's learning. You will have access to any information held on your child at all times.

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

- If your child has a special need we will incorporate their requirements into our daily curriculum planning through the use of the IEP mentioned earlier.
- We are able to offer your child flexibility as we have free flow from inside the building to our safe, enclosed outside play.
- Assessment plays an important part in helping you and us recognise your child's progress, understand his/her needs and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. Staff observe your child at play to understand his/her level of achievement, interests and learning styles and then use this information to shape learning experiences reflecting those observations. Observations can be made whilst playing with your child, either individually or in a group - noting something that was said or done without the need for prolonged breaks from interaction nor requiring excessive paperwork. We also use photographs and examples of their drawings/artwork/mark making.
- Implementation - Each area of learning and development is put into practice through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.



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- Our play resources are easily accessible to the children through self selection as we store equipment in clear boxes labelled with easy to understand pictures eg. trains and track/hospital role play/play food/pirates and dinosaurs.

We encourage children to choose what they would like to play with if it isn't already out through the daily curriculum planning. We respond to your child's emerging needs and interests, guiding their development through warm, positive interaction.

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?

- Regular Informal Discussion. We welcome the opportunity to discuss your child with you on a regular basis and a member of staff or your child's Keyperson or SENCo will always be available at drop off time or when you return to collect your child for a brief and informal exchange of information. If you wish to have the opportunity for a more in-depth discussion we are happy to arrange a mutually convenient time.
- Regular Meetings to discuss the Learning Journal. We like to meet with you every 6-8 weeks to discuss your child's Learning Journal. Through the observations/photographs/movements or non-verbal communication obtained in the time prior to our meeting, we will truthfully and sensitively have recorded the development of your child and be able to focus on what your child can do, demonstrating their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability. We can discuss the plan for learning together to help you formulate strategies for support outside of the setting and encourage you to share information from the progress check with other relevant professionals eg health visitor.
- Consulting other professionals. If your child has an identified disability, medical need or special educational need and is being supported by other professionals then we can discuss how the views and contributions of those professionals can be sought and integrated. Sometimes it may be appropriate to invite other professionals to attend a review meeting so we can plan together for future support. We would include our SENCO and your child's Keyperson at these meetings and will always require your consent to share information with other relevant professionals.
- Early Support materials are available to help improve communication and co-ordination between professionals, practitioners and families. This includes a "Family File" which will have photographs of family members/pets etc. We may also suggest the use of a home/school book if your child has difficulties communicating so that we can discuss with your child what they have been doing at home and vice-versa.



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

Your child's safety and wellbeing is of paramount importance to us. We have many Policies and Procedures in place. These are available for viewing on our website at www.jackandjillplaygroup.co.uk or within the setting in our Parents Information file. We also routinely include some of this information on our Parent Newsletters. Our Policies are updated annually but also if our circumstances change, EYFS regulations are revised or to reflect the philosophy of our setting.

Our staff enjoy nothing more than spending quality time with your child and we welcome the opportunity to take your child's wishes into consideration when involved in planning their play. Your child is able to contribute his or her view within the setting by the use of our free-flow play and easy self-selection of equipment and the use of flash cards to assist with communication.

6. What specialist services and expertise are available at or accessed by Jack and Jill Playgroup?

In addition to the SENCO qualified staff and NVQ Level 3 members of our team, we have worked closely with Health Visitors and other external Educational Development Practitioners including:

- SALT (Speech and Language Therapy) who are a locality based service which is committed to prevention, early identification and treatment of speech and language difficulties in pre-school children www.sussexcommunity.nhs.uk/services
- [Early Childhood Service](#) who offers training and advice to early years and childcare settings in developing inclusive practice to help meet the individual needs of disabled children and children with additional needs to fully include them within their setting
- the [Ethnic Minority Achievement Team \(EMAT\)](#) EMAT works with schools and agencies to ensure access to the curriculum for pupils for whom English is an additional language (EAL) and to raise standards of achievement for those minority ethnic groups who are particularly at risk of under-achieving.
- [Portage Early Education Service](#). Portage is a home visiting educational service for pre-school children with additional support needs.

7. What training have the staff that support children with SEND had or are having?



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- Our SENCo attends regular regional SENCo/Inco Networking Updates. This provides our SENCo the opportunity to talk to other practitioners from other settings as well as updates in law and best practice guidelines.
- All staff have attended Say It and Sign It courses and a staff member has attended a 2 day Makaton signing training course.
- All staff have attended "Promoting Positive Behaviour" training courses
- Our SENCO has attended "Including all Children" and "The Role of the SENCO" training.

8. How will my child be included in activities outside Jack and Jill Playgroup, including trips?

It is of the utmost importance that ALL our children are kept safe whilst on outings. We therefore assess the risks or hazards which may arise for the children and identify the steps to be taken to remove, minimise and manage those risks and hazards. If your children has a special need, we would discuss our plan fully with you and plan accordingly as we would wish all of our children to be included in any trip or outing.

We try to use the recreation field outside of our setting on a frequent basis in the summer as we are fortunate enough to have the beautiful countryside and South Downs on our doorstep. We teach the children to walk safely and listen to grown ups when in a group outside. We would discuss this with you and together decide whether this would be appropriate for your child, and come up with alternative strategies if not appropriate.

9. How accessible is the environment at Jack and Jill Playgroup (indoors and outdoors)?

Our building is fully wheelchair accessible, plus we have a ramp for access over the front doorstep if needed. Our corridors are wide enough for a wheelchair and we have a disabled toilet which all children have access to. This also has a lower sink for handwashing.

We use flashcards and a visual timeline to help children who find language more difficult and are trained in sign language to meet basic needs. We also use a Say It and Sign It Manual which is accessible to staff and children if needed.

If English is not your first language, we have the technology to have correspondence translated. The Surestart information pack can be ordered in different languages and we would also seek appropriate language advice. In the past, we have found that a family member may have some knowledge of English and have worked as a team to communicate with parents and with the child.



Our outdoor play area has a soft play surface and is all on one level with a gradual slope from the door to access it.

10. How will Jack and Jill Playgroup prepare and support my child to join the early years setting, transfer to a new setting/school?

Your child will have been learning about how to move onto school without even realising it from the first day they start with us. We incorporate many of the schools daily routines into ours. For example by the time they are ready to go to school we will have helped them:

- by encouraging independence with their own feeding/eating lunch, toileting and handwashing, dressing themselves and using the cloakroom independently
- by modelling expected behaviour at play ie sharing, turn taking
- by helping them learn how to self select their activities
- by encouraging children to sit for a short period at carpet time and listen without disrupting your friends around them.
- by using bookbags and sports style water bottles
- by supporting them to self register in the mornings.

In addition to our daily routines:

- As we will have been continually monitoring, assessing and reviewing your child's progress through the Learning Journal we will have a complete picture of your child. Key parts of this document are given to your child's new school/setting to continue the cycle of learning and so they have an up to date picture of your child and their needs and next goals.
- We have a close relationship with Hassocks Infant School and welcome one of the classes teaching staff to visit us one morning so she can discuss with us the children coming to school in September. If your child has a special need, this will be discussed in more detail with them. We will keep you informed with arrangements that the schools make for parents and children to visit their new school and we will try to have a member of staff to be there at one of your visits. This reassures your child and shows the continuity in care. Extra visits to support your child are available and offered if we feel they will benefit from some extra time. The process of deferring your child for a term is also available and would be worked out between yourself and the school if it was felt necessary.
- Linking to other schools in the area - if your child is not moving onto Hassocks Infants, we are happy to visit their new school with you and your child if it is



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reasonably nearby (Burgess Hill/Haywards Heath etc) and will co-operate fully with any other school's transition arrangements.

- We focus on your child's transition to their new school in the Summer Term every year within the setting. We create a School role play area with school uniform, book bags and have a photo book showing the areas they will find when they go to Hassocks Infants ie cloakroom/hall/classrooms so we can look at the pictures together and discuss them.

11. How are Jack and Jill's resources allocated and matched to children's special educational needs?

We would assess the most effective way of providing enhanced support for your child given their needs and decide how any extra funding could be used to achieve this. It may be used to pay for an extra member of staff, to fund specialist training or to purchase resources to benefit your child.

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

- Our SENCo will be responsible for devising your child's Individual Educational Plan (IEP) if we recognise that your child has a special need. This will be done in consultation with yourself and any other professional bodies involved in your child's care.
- Your child's Keyperson will be responsible for implementing the IEP and updating the Learning Journal. This will be explained to you when your child starts playgroup with us, both in person and in writing when you receive your Parents Welcome Pack. These reports, observations and IEP's remain private and confidential, although where appropriate all members of staff have access to this information in order to help with your child's learning. You will have access to any information held on your child at all times.
- Assessment plays an important part in helping you and us recognise your child's progress, understand his/her needs and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. Staff observe your child at play to understand his/her level of achievement, interests and learning styles and then use this information to shape learning experiences reflecting those observations. Observations can be made whilst playing with your child, either individually or in a group - noting something that was said or done without the need for prolonged breaks from interaction nor requiring excessive paperwork. We also use photographs and examples of their drawings/artwork/mark making.



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- **Implementation** - Each area of learning and development is put into practice through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.
- **Review** - we review your child's IEP on a regular basis - after meeting with you for your child's 6-8 weekly progress discussion but also on an informal basis if you were to suggest that your child has recently started enjoying playing with a certain toy/game we can incorporate that into his/her play with us too. This helps us continually help your child develop into different areas, new found activities and interests, vocabulary or areas physical development.

13. How are parents involved in Jack and Jill Playgroup? How can I be involved?

We love it when parents come and spend some time at playgroup with the children and would welcome you to be involved in which ever way you feel comfortable - maybe at our messy play area with paints/glue and craft, reading a quiet story with a small group of children or helping the children build a den outside.

You could also be involved with our friendly Committee or become a Trustee as we are a Charity run organisation. This is more of a behind the scenes involvement but we regularly hold fun fundraising events which you could be part of or take an active role in organising if you prefer.

On a daily basis, you can be involved with your child's learning by bringing in pictures from home showing where you went with your child at the weekend or completing a communication book to help us discuss with your child what you have been doing with him/her.

14. Who can I contact for further information?

If you are thinking of enrolling your child at our setting and would like to arrange a visit, please contact:

Janet Hamey (Administration) on 07729 431473 or email her
janet.jandj@gmail.com or manager.jackandjillplaygroup@gmail.com
 Our website is www.jackandjillplaygroup.co.uk.

The Family Information Service offer support and services and could redirect your enquiry to the appropriate person or organisation. Their contact details are tel: 01243 777807.