



Adventure Pre-School – Our Local Offer

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?

We take time to get to know all the children in our pre-school. By playing alongside your child we can find out so much about their social interactions, Language and communication and physical development. If we are concerned we will talk to you. You know your child best. Together we can find the best way to support your child through;

- Identifying what their need is and supporting them
- Referrals to the Area Inco
- Referrals to external professionals such as Speech and language therapist, occupational therapist, Specialist Teachers, Portage and the Thomas Outreach Programme
- Talking to health visitors

In some cases, children may come to us with a diagnosis already or concerns are already being explored through a paediatrician. In these circumstances alongside getting to know you and your child, we would also liaise with the agencies involved to find out how they are providing support and what we can do to help. If you have any concerns or are just not sure; talk to us.

How will early years setting staff support my child?

Our dedicated team spend time playing, observing and interacting with your child in order to find out more about them and what they can do. In collaboration with the setting SENCo we create a programme tailored to your child's needs and their next stages of development. This involves liaison with external agencies where appropriate and where referral criteria are met. The progress of all children is discussed and reviewed regularly and shared with you.

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

After spending time talking with you and observing your child, together we will decide which of our three play spaces, or a combination of both, will best meet the needs of your child or where they will develop and thrive. We will then;

- Keep talking with you to make sure you are involved with your child's learning at all times
- Write an Individual Education Plan identifying the next steps for your child and how it will be delivered
- Regularly review IEP targets to monitor progress
- Liaise with external agencies and build their targets into your child's IEP
- Support you



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

You and your child are always at the centre of what we plan although we know it is not always easy to see progress or to know what they have been doing all day.

To help you know more about your child's day with us here at Adventure we;

- Give you a daily postcard of something exciting that has happened throughout their session
- A daily opportunity to talk to your child's Key Person and the team that supports your child
- An IEP review on a regular basis to see how your child is progressing against targets we have set and how they are doing at home
- A personal profile on Family where we can regularly share photographs of the experiences and learning your child has been taking part in
- Termly reports
- If your child is two when they start at Adventure, you will also receive a report as part of their Progress Check Age 2 in collaboration with Health Visitors

What support will there be for my child's overall wellbeing?

Wellbeing is our starting point when all children begin their journey with us. As a team we understand and prioritise the importance of attachments and spend time getting to know your child and finding out exactly who they are and what makes them tick.

If any problems arise when settling or throughout their time at Pre-school, we would urge you to speak to us. Together we can look at the situation and work together to solve it so that your child quickly feels at ease and happy to learn again.

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

We work closely with the Local Authority to access; Portage, Early Support, Early Help, Thomas Outreach Programme and the Speech and Language Therapist services. We also have experience of liaison with Health Visitors, Occupational Therapists, Diabetic and Epilepsy Nurses, Paediatricians, Specialist Advisory Teachers and Educational Psychologists.



What training have the staff supporting children with SEND had? Are any being trained currently?

All our staff are qualified to at least Level 3, except for our apprentice. We have a number of highly qualified and experienced staff including three qualified teachers. We value continuous professional development and always strive to keep up our team up to date with training that would support the individual needs of all our children, including;

- Makaton
- Attachment training
- PECs
- Language and Communication strategies
- Dealing with seizures
- Feeding through a PEG
- Sensory Integration

How will my child be included in activities outside this classroom including school trips?

As the experiences are planned around the needs and interests of the children any trip or activity will either be directly suitable for your child or adaptable to include them. Where additional risk assessments are needed on either a medical or disability basis or in relation to a Special Educational Need this will take place with the child's family to ensure the most appropriate outcome.

How accessible is the setting environment?

Our premises are recently built and are compliant with access requirements. Within the setting we have a custom built environment which can be accessed by children with mobility issues. We use a wide range of visual supports for children and families who either have limited language or have English as an additional language.

How will the setting prepare and support my child to join school?

We work very closely with our feeder schools and transition begins the moment you accept your child's place at school. We will work to ensure smooth transition by;

- Holding meetings with you, your child, pre-school and the school to share information
- Keeping the school up to date with any IEPs and external agencies that are involved
- Referral to the TOP programme if necessary

If you feel your child may not be best suited to mainstream school and would like your child to attend a more specialist setting, we have experience writing requests for Education and Healthcare Plans.



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

To support our children with more complex needs we have a dedicated room called 'Georgie's Den'. In this space we have;

- A maximum of 8 children
- Lower Adult to child ratio 1:4 or 1:3
- Dedicated spaces within the room for Language groups, Play Therapy and Occupational Therapy to take place
- Focus on child initiated play and developing Interaction and communication skills through support from skilled adults
- PECs choices at snack time
- Individual and group choosing board to reinforce making choices and encourage requesting items
- Individual plans of action for children working at their level of need with making choices, receptive language, expressive language, physical and sensory needs and social interactions
- Use of Makaton, Now/Next boards, emotion boards and visual timetables to support learning and cognition skills
- Equipment to support the delivery of Occupational Therapy plans

After gathering evidence over a period of four weeks or from transition meetings prior to their start at pre-school, children will be allocated a space within the Den. Dependant on this level of need, they will have either full time access or a mixture of the universal provision in the main pre-school room and the Den. For each of the sessions they are in, adults will work on the individual child's plan to support their learning.

How is the decision made about what type and how much support my child/young person will receive?

Through discussion with you as the family and observations gained during the first few weeks we use our experience to put strategies in place to help your child make the best possible progress. We will also ask your permission to refer to our Area Inclusion Officer who may come in and visit them and offer advice to us. In circumstances where there are complex needs we may be able to apply for additional funding and support you with a claim to access the Disability Living Allowance. Any child already in receipt of this allowance can access a fund to support them further at pre-school.

We are able to refer directly to the NHS Solent Speech and Language Therapy, Physiotherapy and Occupational Therapy teams. We can also refer to Portage if support in home is what is needed. Once we have involved these agencies they then use their own criteria to see if your child would benefit from their service.



How are parents involved in the setting? How can I be involved?

You know your child best and are the greatest advocate for them. We will listen to you. Together we will make a plan that supports your child and you. We will involve you daily with what they have been doing, ask your advice on how to help them in specific situations, share IEPs and review them with you. We will be there to support you with any matters that you are finding tricky. Our door is always open.