

Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development. Empowering them to reach their full potential



Sticky Fingers Pre-School
Newlands
% Newlands Primary School
Windermere Avenue
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023 80764499
07442379780

Sticky Fingers Pre-School
Redbridge
% Redbridge Primary school
Studland Road
Millbrook
SO16-9BB
02380 764717
07726772381

Sticky Fingers Pre-school
Tanners Brook
% Regents Park Community
centre
Elmes Drive
Millbrook
SO15-4PF
07871880785

Sticky Fingers Pre-school
Spring road
% 14th Itchen Scout hut
Spring road
Sholing
Southampton
SO19-2NZ

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info@stickyfingersps.co.uk

Local Offer

The purpose of the local offer is to allow parents and carers to clearly see what services are available for children with Special Educational Needs and Disabilities (SEND).

The information below is from our Supporting Children with Special Educational Needs and Disabilities (SEND) policy, how we work with the SEND code of practice and The Children and Families act 2014.

In our settings we have a Special Educational Needs and Disabilities Coordinator (SENDCo) as part of our statutory requirements. This will be visible on our Parents Notice Board as you walk into the setting.

The SENDCo's role is to work with the Lead Practitioner and staff on implementation of the Supporting Children with SEND policy and SEND Code of Practice

- for coordinating the provision across the setting,
- supporting colleagues in all aspects of their work with children with SEND
- Ensuring parents are closely worked with and their insight informs actions taken in the setting
- Liaising with professionals or agencies beyond the setting.
- Complete Play plans (IEP) including small, measurable achievable targets based on the children's needs and regularly monitor and review progress and evaluated and updated as necessary.
- Targets are discussed with the child's Key Person/1:1 and the SENDCO ensures that delivery of the curriculum is effective.

(For full details on the SENDCo job description please view the appendix in the Supporting children with Special Educational Needs and Disability policy)

Our approach.

- Each child has a key person who will help them settle into the group while building positive relationships and understanding their needs
- We use strategies such as Makaton and visual aids to support children to communicate their needs
- Through information gained from parents/carers, other professionals and observations we will discuss if we feel your child may require some additional support. If we believe this to be the case we will ask for your written consent to refer your child to the right agency to help with their development

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- Our SENDCo will work with the child and parents/carers to provide a 'Play plan' (IEP) to help everyone involved meet the needs of the child
- These play plans are used to record and review the child's progress on a regular basis
- Play plan targets are sent home to parents to help with learning and progression at home
- Interventions are implemented, ensuring staff are confident and competent in their delivery, through training and monitoring
- If your child requires medication a member of staff will be responsible for administering this with another member of staff as a witness. *(More information can be found in our Health policy)*
- Staff also have training regarding children who have additional needs such as: Epilepsy and Hearing Impairment (HI)
- If your child is displaying unacceptable behaviour, we will follow our Promoting Positive Behaviour Policy and work with all those involved to improve and support their behaviour

Accessibility.

- We aim to have all our resources throughout the setting accessible for the children
- Staff plan activities that are inclusive for all
- If a 'play plan' has been set in place to support your child, staff will work alongside this throughout the sessions
- As each child is individual, we may feel it necessary to complete an access audit or additional risk assessments around the needs of your child. If it is reasonably possible the setting will try to put required changes in place to support your child

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

At Sticky Fingers Pre-School, every child is allocated a key person. Their role is to make regular observations on the child linked to the Early Years Foundation Stage (EYFS) ages and stages of development. These observations will help identify individual needs which the key person will discuss with the Special Educational Needs and Disability Coordinator (SENDCO) and yourself and plan with you to support your child's learning and development.

If you have any questions or concerns about your child you can speak to your child's key person or the setting SENDCO.

2. How will early years setting/school/college staff support my child/young person?

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On our registration form you will be asked to specify any Special Educational or Disability needs you know your child has. We will then discuss this with you before your child starts.

We will explain to you how your child's key person will always be there to help them with their learning and how we will observe and keep track of your child and their learning whilst here at Sticky Fingers Pre School.

Every person has a Key Buddy. If your child's key person is absent from the setting at any point in time, then your child's key person's buddy will have the responsibility of supporting your child during that day. Observations are added for you to be able to access through our online portal 'Tapestry' as soon as it has been approved.

Through observations and partnership working with you, we may decide together to have the SENDCO produce a Play Plan for your child.

A play plan is a plan set out with targets/next steps on for the child to achieve and how we will help reach those targets/next steps as well as some information about their condition or need. We are always working on the child's next steps as we involve them in our planning and the activities we have set out for the children. With your permission we will contact outside agencies, if required, either for advice or to make a referral with any concerns. We will implement strategies and advice offered as appropriate.

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

Every child is unique and with the Early Years Foundation Stage curriculum (EYFS) the pre-school is able to support your child to develop and grow at their own pace. Your child's key person will complete observations and record these on your child's learning journal on Tapestry (online learning journal). From this they will be able to work with yourselves and the SENDCO to plan activities to support their development and targets for their play plans.

We update the play plans every half term making sure all targets are being met or adapted to make them achievable. At the end of the Autumn and summer term we also send out an end of term report on how your child is doing and we include a next step for your child to work on within the setting. Eg, to throw a ball. We would also encourage parents to support their child within the home setting to help their child to achieve this target too.

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

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At Sticky Fingers Pre School we encourage all parents and carers to know how well your child is doing while learning in our setting. At the end of the Autumn and Summer term, you will receive an End of term report on how well your child is progressing and what we will be working on next with them.

If you would like to talk to your child's key person or the settings Lead Practitioner, you can arrange a date to go through your child's learning journal and talk about anything you may have any questions on or talk about any concerns you may have.

On Tapestry (the online learning journal for your child) we can track your child and their development. As a parent you are also able to write down any observations you see your child doing and can add them to Tapestry. This will help us work as a team and work on your child's learning together.

On Tapestry, to help you know how your child is doing, whether they have had a nap and their nappy changes/toilet times. If your child is 2 years old, we will also record what your child has eaten for snack. This will be found on your child's care diary throughout the session.

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

We offer settling in sessions, which will help familiarise children with the setting and the staff.

During the settling in time parents/carers can get to know the child's key person and discuss any support needed, toileting requirements, allergies, medication etc.

We have a safe, secure and accessible building and security procedures and passwords for the collection of children. We undertake risk assessments every day in the form of inside and outside checklists.

We have a positive approach to supporting behaviour. We will always discuss any behavioural concerns with you in order to maintain a consistent approach between home and the setting.

6. What specialist services and expertise are available at or accessed by the setting/school/college

At Sticky Fingers Pre School we have a Special Education Needs & Disabilities Coordinator (SENDCO) who is always there to monitor and keep track of the children and any needs they may have.

We work with other outside agencies to help us provide the best learning opportunities for your child. Our Early Years Advisory Teacher (EYAT) comes in and can offer advice to the staff and parents/carers.

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We also work with Speech and Language specialists, Portage, Health Visitors and children's Paediatricians. If a child comes in with a certain condition or special education need, we make sure that members of staff are aware and some will be sent on training to understand more.

Our members of staff are constantly training and learning new things, making sure that all children are being well looked after and their needs are being met, this will include staff sharing their knowledge and experiences with other members of staff, discussions during staff meetings and access to a range of training online.

7. What training are the staff supporting children and young people with SEND have had or are having?

We make sure all members of staff are trained in child protection, health and safety, food hygiene and first aid. Our SENDCO and Lead Practitioner will be trained for the role and attend additional training in relation to the children we have in the setting and how we can offer support.

We work closely with our Early Years Advisory Teacher (EYAT) and other professionals to ask advice and guidance on SEND issues. All staff are regularly kept updated on Supporting Children with Special Educational Needs policy and they access training as and when the needs are identified. We continually reflect on our practice and training is refreshed regularly.

At the end of the sessions, the SENDCO or members of staff deliver the "Attention Autism" programme. Staff will have been trained to deliver this activity appropriately that consists of 4 stages which we have found a beneficial way to support all children to develop their attention, listening and turn taking skills. We work through each stage during each half term. Within the Attention Autism programme, we have a 'Bucket' that will have toys, materials and natural objects to gain your child's attention. The SENDCO will change these toys every half term to keep your child interested and focused.

All staff are trained in 'Restorative practice' as part of their induction process to support children to identify feelings and manage their behaviour appropriately. The main focus of 'Restorative Practice' is to encourage them to take responsibility for their actions and recognise the impact that these have had on others as well as repairing the harm and understanding how to manage a need or feeling in the future. Restorative approaches are built on values which separate the person from the behaviour.

We make sure all staff are supervised if giving child medicine or anything else a child may need for their health. As in our policies and procedures, which we always follow, we make sure there is always at least 1 witness to treatment and we then record and get the parents/carers to sign at the end of the day to let us know they were notified.

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8. How will my child/young person be included in activities outside this classroom including school trips?

When the children are taken out of the setting, we will always ensure that ratios are followed and we have parental consent to do so. The setting mobile phone and first aid kit are always carried on any outing and a full risk assessment is always carried out. Although there is a main First Aid Kit that would be taken, each staff member will also have their own mini First Aid Kit in their pouches that is filled with the correct equipment in case of an emergency.

All children and their parents/carers are invited on trips with the pre-school. Outings are arranged so that all parents/carers accompany their child so that they have the full responsibility of their child on that day. Staff of course will help parents/carers with any child at any time on outings but they do not have overall responsibility for that child on any outing.

9. How accessible is the setting/school/college environment

Our pre-schools are accessible to anyone and wheelchair friendly. We have no stairs making it easy for your child if they need support getting to places. All areas of the setting are spacious allowing plenty of room for plenty of children to play and move around.

For any child with Special Educational Needs or a Disability we will have discussions and complete risk assessments, if necessary with the family about additional support or requirements that could be put into place where possible to support the child.

Whenever we have a child whose first language is not English, we will work with the family about the best forms of communication, keywords in their mother tongue language and use of gestures, visual aids or Makaton.

10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life

To help your child to transition to 'Big School' we will work closely with schools and during the summer term we arrange times out of the setting to allow the children to visit a 'Year R' classroom, where possible. Although it may not be the chosen 'Year R' class your child may be moving into, it allows your child to have a sense of being in 'big school', a sense of a positive change and to help them with their emotional wellbeing. However, during the transition change there will be dates given to you by your child's chosen school for you to allow your child out of preschool for them to visit the school they will be attending that year.

When going into Reception, with agreements from the parents/carers we make sure that all information is transferred over to their new school and any advice or information is given to help

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them. We have meetings to discuss information about your child and what can be done to help your child and their learning and development. We will also encourage more visits to the child's chosen school as this will help them feel more comfortable and confident about going somewhere new.

11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

We will be able to identify these needs by looking through their current stages of development and where they are on the EYFS and their reports to determine, in which area they may need some more support in.

If your child gets funding for their special educational needs, the money we receive will be used wisely. We plan and decide what we will spend the money on and how this will develop the child's learning and their development.

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

The key person gets to know your child and the family starting at their induction meeting. This is a chance for you to raise any concerns you have about your child. During your child's time at the setting, the key person will also complete observations to monitor their learning and development and raise any concerns through discussions with the Lead Practitioner and/or SENDCO and an initial concerns form will be completed.

If as a setting we feel they may benefit from additional support, the key person, SENDCO or Lead Practitioner will have discussions with the family about how best to support their child. This may be through a play plan, with small, achievable targets and strategies to use which is shared with the parents to ensure we have a consistent approach between home and pre-school to support your child. Your child's key person will support your child to work on set targets during the session using the strategies identified and play plans are evaluated regularly to review progress and updated at least every half term to make sure they are effective and relevant.

We may request support from outside agencies, with the agreement of the family or that we feel your child will require 1:1 support to support their learning and development and/or to keep them safe when in the setting. When 1:1 support is required, we will complete a request for funding and evaluate the level of support required based on your child's needs regularly.

13. How are parents involved in the setting/school/college? How can I be involved?

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We are a committee based preschool with members of the committee being past or present parents. We hold regular committee meetings and stay and play sessions to discuss the parents/young people's ideas and feedback on what we do well and how we could improve.

We also hold half termly parent events in the settings, this gives families the opportunities to explore the setting with their child, join in with activities and speak with staff informally. We ensure that all members of the family feel valued and plan events such as Dad's, uncles and grandad's (DUGS) day and grandparents day. We also have an open door policy for parents to stay and play and encourage our community to be involved in the settings to share their interests, culture and talents with the children to provide new experiences. This could be through coming in to read stories, dancing with the children or speaking about their job.

We also ask parents to fill out questionnaires about the pre-school giving their opinions and views on how they think their child is learning and developing, their views of the settings, what we do well and what we could do better. We encourage all parents to provide us with honest feedback.