

Marsh Gibbon Pre-Schools Early Years Local Offer

Setting Name: Marsh Gibbon Pre-School **SENCO:** Karen Maciejewski

Contact: senco.mgpreschool@yahoo.com

Marsh Gibbon Pre-School welcomes all children along with their parents/carers. We include and cater for all ethnicities, cultures or religions, home languages, social and economic backgrounds, learning difficulties or disabilities, genders or abilities. We encourage parents/carers to be fully involved in their education. We believe that children should grow, learn and develop in a stimulating, friendly, caring and safe environment where each child is treated as an individual, being supported and praised for their efforts, not just their results.

What recent SEND specific training has been completed by practitioners in the setting?

SENCO Training	July 2014	Karen Maciejewski
SENCO Training	Jan 2012	Megan Brooks
Promoting positive Behaviour	Jan 2017	Karen Maciejewski, Megan Brooks, Tracey Benton, Helen Pearson, Julie Cronin
Autistics Spectrum Disorders	Oct 2012	Karen Maciejewski

How are parents involved at the setting and how can I be involved?

Here at Marsh Gibbon Pre-School we work hard to create a warm and inviting environment for all children and their families. All staff are approachable to all families and have created good strong bonds which enables fantastic parent relationships. Parents/carers are invited to enter the setting each morning with their child/ren which allows them to be greeted by the staff and in particular their key person, this gives parents/carers good opportunities for communication with the staff. We encourage a more formal meeting by inviting parents/carers in every half term for a 'Stay and Play' session. During this session the parent/carer has the opportunity to explore the setting with their child, talk to all available staff and then engage in a specific 20 minute feedback with their child's key person. In addition to this we welcome any extra interaction for example if a grandparent wanted to help out one day or a parent with an occupation wanted to visit us and share their knowledge e.g. dentist.

How will practitioners work with me to share information about my child's progress? What is additional for children with SEND?

Every child here at Marsh Gibbon Pre-School has their own Journal created and continuously updated by their Key Person. These journals are accessible to the parents at any time. The children's journals contain a starting point assessment, weekly snapshot observations, 2 year old checks (where applicable) and termly summative assessments, all of which show reference to the EYFS (Early Years Foundations Stage Curriculum).

Karen our SENCO will have termly meetings with parents to discuss the child's progress, future targets and possible outside agency referrals that may need to be made in order to aid development. We pride ourselves on our working closely with parents and we believe that working together will always gain the best outcome for any child.

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

Karen is our SENCO and has a wealth of experience in working with children with SEN including; ASD, behavioural needs, hearing impairments and speech and language needs. Karen worked for the UK's leading baby and toddler signing group, therefore is Makaton trained. Karen has great working relationships with a number of professionals with whom she in regular close contact with, this includes an inclusion specialist at Bucks County Council, Speech and Language therapists from both Oxfordshire and Buckinghamshire. Karen regularly attends Early Years SENCO Liaison meetings.

Karen has acquired Higher Needs Block Funding and has finalised an Education Health and Care Plan for children within the setting. Being on the Oxon/Bucks border, Karen has knowledge of Oxfordshire's SPORTIF paperwork as well as the Buckinghamshire requirements. During her time as SENCO Karen has worked with Physiotherapists, Occupational Therapists, Community Paediatrics in both Oxfordshire and Buckinghamshire, Inclusion support from both counties, Health visitors, Speech and Language, Play skills therapists and Educational Psychologists

How accessible is the setting's environment (indoors and outdoors)?

All staff take in to account the needs of all children within our setting especially when setting up our environment, we aim to make all areas as accessible as we can. We are a one story building based in a village hall, the building has no stairs/steps and has a ramp down into the outdoor space. We operate a free flow environment that allows all children to access all available space with supervising adults. We are lucky to have separate rooms in the village hall that we can use for group focused times or intervention work. The children are then away from the free flow environment with accessible resources, this then minimises distractions at focused group times. Karen our SENCO is trained 'sing and sign/ and will regularly use sign language during the Pre-School day.

What are the transition arrangements for supporting children and families?

At Marsh Gibbon Pre-School we have a fantastic transition approach, we treat each child as an individual and cater to their needs specifically. We work extremely closely with our local primary school and regularly use their site, we are invited up to assembly's, school plays, we have used their classroom when on school trips and we have explored their woodland area. We liaise closely with settings that children have transferred from or may be transferring too, sharing all necessary information and encouraging visits. In the past we have made home visits, if we think this is necessary and in particular with children who have SEN.

What future plans does your setting have for developing its SEND?

We plan on developing our inclusion groups rather than focussing on 1:1 provision as this has proved in recent studies to have a detrimental effect on children's development with SEN.

We are applying for government grants in order to send specific staff on behavioural training, first phase phonic training and current ASD training. Karen is currently investigating a bursary grant in order to take her Level 3 SEN Qualification.