



Est. 1919

BRAMBLETYE

Local Offer Policy

Name:	Local Offer Policy
Applies to:	Pre-Prep including EYFS
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Contributors:	N/A
Owner:	Head of Pre-Prep
Approved by:	Headmaster
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1. How does the Early Years setting know if children need extra help and what should I do if I think my child may have specific educational needs or disabilities?

As we have small classes we get to know our children very quickly and if there is a concern regarding a child we would first of all raise it with the child's parents in a discussion, or the parents could raise their concerns with us in the same way. Parental input is very much valued and staff and parents would work together to help the child. If the child needs help additional, to that which is available to all children then initially a meeting is set up with parents to discuss the child's needs when they start at the setting. Progress checks are carried out, the first formal assessment being the '2 to 3 Year Progress Check' to identify gaps in children's learning and development. A plan is sometimes made of activities that would help the child, drawing on the child's interests and discussions with parents. This initial plan is known as a 'Play Plan'. Your child's key person would produce this with the support of the Head of APS who is based in the Prep School but supports small intervention groups of Pre-Prep children on a regular basis.

We have access to both Speech and Language teachers and an occupational therapist, all of whom work with the child in school and report to both parents and staff. Their input informs specific teaching in school. This is however an arrangement facilitated by the school but organised and remunerated by the parent directly.

Pre-Prep and Nursery staff can support EHCP referrals and support specific needs. Additional adult input may however be required and this would be funded by the parent or the EHCP.

2. How will Early Years setting staff support my child?

This really depends on the needs of your child. When the play-plan is written all staff working with your child will be aware of their particular needs but the child's key person would have responsibility to ensure the play plan is carried out. The plan could indicate the support your child needs throughout the day within several areas or specific daily/weekly sessions focusing on particular needs. We regularly review the plan for each child in consultation with parents (every six weeks-earlier if necessary) to see if it is still needed or if the needs have changed in any way. The Head of APS and key person will meet with parents to review the child together and decide on the best course of action for the next half term. Progress of each individual is tracked in the child's Learning Journal and using the pastoral traffic light system. Children who are red lighted will be discussed at every weekly meeting, those on amber every second week unless a concern is raised. In this way, all staff members are aware of the changing needs and successes of the individual.

The Pre-Prep/Early Years setting Governor regularly visits the setting and meets with the Head of Pre-Prep/EYFS. They maintain an overview of the EYFS statutory regulations and review progress against the Early Learning Goals and FSP results. Safeguarding children and their welfare are a paramount focus of responsibility, alongside ensuring equality of provision for all children. The Head of Pre-Prep/Early Years presents termly reports to the Governing Body.

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

Regular observations and assessments take place within each class which gives the key person/teacher the information they need about a particular child. This information feeds into the planned activities for each individual as well as the class. Each key worker will ensure that individual interests and abilities are catered for by using a document called 'Next Steps' which we share regularly with parents so they can support at home. This is where the key person sets individual targets for each child which will be worked on within class. If necessary a child would then have a play plan drawn up (as mentioned above) which will be reviewed after six weeks. If after two play plans there are still concerns about a child an 'Individual Education Plan' (IEP) will be written. The child's individual progress is tracked on the Individual Progress Review in each child's journal and progress is checked termly. Any concerns will be discussed with parents with the Key Person and Head of APS when a Play Plan or Individual Education Plan is written and at regular intervals.

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?

We are always happy to discuss children's progress or concerns with parents and indeed feel this is beneficial for everyone concerned. Parents are welcome to look at their child's journal whenever they like. Every day there are informal discussions with parents if they desire and if more time is needed then an appointment can be made to discuss progress. As mentioned above the Play Plan and the Individual Education Plan are shared with parents and reviewed every six weeks. Throughout

the year we offer various information meetings for parents, which include parent's consultations and curriculum overview meetings. We also host a Literacy meeting which outlines our approach to reading and writing and how best the school and parents can support each individual child.

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

Pupil well being is one of Brambletye's core themes. As a school we pride ourselves on our kindness to each other and this is embedded in our ethos. We have weekly pastoral meetings where any pastoral issues are shared and discussed with all staff so that everyone is aware and the relevant support put in place. Personal, Social and Emotional Development forms part of our daily routine providing the children with the opportunity to share and discuss concerns and celebrate successes. The school has numerous policies to support pupil wellbeing. These include: Equal Opportunities and Inclusion, Health and Safety, and Safeguarding. We have a school nurse on site every day and all Pre-Prep staff receive regular level 2 paediatric first aid training. We always aim to have full attendance amongst the pupils but if this is not possible for any reason we will liaise closely with the parents to achieve the best possible outcome.

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

Each of our Room Leaders are Level 4 SENCOs. We have one experienced teacher and all other staff are Level 2 , 3 or 4 qualified Nursery practitioners.

We are supported by the Additional Pupil Support Team which is based in the Prep School (a 5 minute walk away) and links with external agencies to provide services such as speech therapy and occupational therapy.

7. What training are the staff, supporting children with SEND, had or are having?

Mrs Nicky Robinson is our Head of Additional Pupil Support. While based in the Prep School she has timetabled weekly visits to the Pre-Prep. She attends regular training and coordinates Learning Development through Early Years Meetings and meetings with the APS team in the Prep School. Members of the Pre-Prep team regularly attend courses and inset to ensure they are well prepared to support the children.

8. How will my child be included in activities outside the Early Years setting including trips?

If a child has Specific Educational Needs a conversation will be had with the child's parents regarding any forthcoming activities or trips. Depending on the need of the individual a plan will be made based on that discussion and a full risk assessment will be undertaken, taking all the children into account.

9. How accessible is the Early Years setting environment? (Indoors and outdoors)

The Pre-Prep building is on one floor and accessible through all external doors. There is a disabled toilet available. We welcome the support and advice of our visiting Occupational Therapist and Speech and Language consultants who offer advice as necessary to ensure the best outcomes for the children are ensured. We will work with families to identify and address needs in collaboration with other services as appropriate.

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

The nursery setting is located within our Pre-prep building and therefore the environment is familiar to the child which enables easy transition through the school. For children new to the school, visits between settings are encouraged and key persons exchange information on the child to ensure smooth progression with development. Every child is invited in for taster days prior to joining. There are also 2 weekly toddler groups (Bramblebabies). These help children familiarise themselves with the staff and setting. Transition is closely monitored and reviewed termly throughout our school. There are meetings for parents to attend at the beginning of each new year group to share information. The children will have visits from their new teacher within school and they will visit their new class with their current teacher.

Those children leaving the setting at the end of Nursery will attend taster sessions at their new school. Meetings will take place between their Nursery Key Person and their Reception teacher at the new setting. These may be at Brambletye or the new school. A full handover of all information pertaining to a child takes place at this time. This would include their Learning journal which includes Next Steps, 2-3 Year check, reports and any assessment.

11. How are the Early Years settings resources allocated and matched to children's educational needs?

Our classrooms are equipped with a range of specialist early years' resources to support the children's learning needs. If additional specialist needs are identified these will be looked into on an individual basis by the child's key person and resources supplemented as necessary

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

Next steps are identified for all children in all areas of learning. Where additional needs are identified then a play-plan is written. This is reviewed half-termly by the key persons, Head of Additional Pupil Support and parents. After two half-terms an Individual Education Plan (IEP) is written if support is still needed. This IEP will be reviewed every half term. Should the school feel that a child would benefit from 1-2-1 additional support, this will be discussed with the Head of APS, class teacher and Headmaster. A meeting with parents will be arranged to agree the best way forward to ensure best possible outcomes. This may be when an application for an EHCP may be discussed.

13. How are parents involved in the Early Years setting? How can I be involved?

Parents can speak informally with practitioners on a daily basis at drop off and pick up time. Additional meetings can be booked should more time be needed. Parent consultations and parent meetings provide additional opportunities to share and discuss your child's setting. Parents are invited to share with their child their Learning Journal at any time and to share their children's WOW moments which are displayed in the Nursery. Termly 'parent cafes' allow parents and carers to attend school for part of a school day during the Spring and Autumn terms

14. Who can I contact for further information?

For children interested in joining our school, queries should be directed to our Registrar, Kate Barratt. If your child is already a pupil here, please talk to the Head of Pre-Prep and Nursery, Ms Kate Fleming.