



Our Local Offer at our Early Years Setting

Sompting Abbots Preparatory School is a co-educational day school for pupils aged from 2 to 13 years. Our nursery, PP1, caters fully for the needs of the pre-school child. The nursery classroom is located on the ground floor of the Pre Prep building.

We recognize the right of all pupils to equal opportunities in educational provision, whereby each child should receive a broad, balanced curriculum relevant to their needs. In general, we believe that a child has additional educational needs for which special educational provision should be made if:

1. There is a significantly greater difficulty in learning than that seen in the majority of children of the same age.
2. A disability hinders learning or access to the wider life of the setting/school.

We have a safe, welcoming and stimulating learning environment and we provide a broad range of learning opportunities for the children. We follow the Early Years Foundation Stage Curriculum and use our extensive school grounds for outdoor exploration and learning.

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 special educational needs or disabilities?

We would welcome children whose additional needs are already identified, after consultation with their family, the Headmaster, teaching staff and other adults involved, to establish if we are able to make any reasonable adjustment required in order to meet their particular needs. We believe that early identification of an additional need is of the utmost importance and can make a significant difference to the lives of children and their families. We seek information from the family and any former settings before the child starts. Each child has the class teacher as their Key Person, who liaises with the parent/carer at every session. Our small classes enable staff to get to know 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 additional help, then initially a meeting is set up with parents to discuss the child's needs when they start school. The SENDCO, Cathy Camfield, would then be involved; a SEN plan is sometimes made of activities that would help the child, drawing on the child's interests and the discussions with parents.

2. How will early years' staff support my child?

This depends on the needs of the child. When the SEN plan is written, all staff working with your child will be aware of their particular needs but the class teacher would have responsibility to ensure the 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) to see if it is still needed or if the needs have changed in any way. The SENDCO and teacher 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 this is reviewed termly to ensure progress. The Head of Pre Prep, Kate O'Neill, regularly visits the class and has meetings with the EYFS staff. She and the Nursery teacher 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.

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

Regular observations and assessments take place within each class which gives the teacher the information they need about a particular child. This information feeds into the planned activities for each individual as well as the class. The teacher will ensure that the individual interests and abilities are catered for by using the 'Next Steps' document; these are regularly shared with parents so they can also support their child at home. 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 and with the SENDCO. The teacher is responsible for observing and planning for each individual child.

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?

Through comprehensive, regular and ongoing assessment staff are able to plan, set targets and monitor the pupil's learning and progress, measured against the EYFS Early Learning Goals. Our parents have a high level of contact with their child's teacher and build strong relationships with staff. Everyday there are informal discussions at the start and end of a session. If more time is needed, then an appointment can be arranged to discuss progress and any further support required. More formal feedback sessions take place twice yearly. Parents are welcome to look at their child's Learning Journal whenever requested. We share the 2-year-old check with parents.

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

Pupil well-being is a priority at Sompting Abbots. As a school we pride ourselves on our kindness to each other and this is embedded in our ethos. Personal, Social, Health and Economic Education forms part of our daily routine. Children have many opportunities to share and discuss concerns and celebrate successes. The school has numerous policies to support pupil wellbeing. These include: Equal Opportunities, Learning Support, Disability Access, Health and Safety, First Aid and Child Protection. There are four members of staff in the Pre Prep building who are Paediatric First Aiders. 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. Our Healthy Eating Policy encourages children to make healthy food choices. We have a member of staff in the Pre Prep who holds a certificate in food hygiene. The school kitchen is accredited with a five-star food hygiene rating.

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

Our Early Years Foundation Stage is led by qualified teachers and assistants. The school also has a Learning Support facility and links with external agencies to provide specialist support; the EYFS team will decide whether a referral to an outside professional may be helpful. Together, we identify a set of age and developmentally appropriate aims and achievable targets for both the setting and parents to work on together. These targets are monitored and discussed at regular meetings so that everyone is aware of the child's progress and what further steps can be taken. If additional services or support are required the SENDCO has strong links with West Sussex Services and experience in how to access, for example, speech and language therapy and occupational therapy. With other professionals involved, a Team Around the Child/Family meeting would be arranged. For some children it may be appropriate for an Early Help Assessment (formally CAF) to be used to support the wellbeing of a child and their family. An EHA essentially creates a plan for the child and family and is written by a "Lead Professional" in consultation with other professionals that are working with the family.

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

The Head of Pre Prep and the nursery class teacher receive regular updates from West Sussex County Council. EYFS staff have attended CPD courses catering for a variety of different children's needs. Such as inclusion training and speech and language needs. The EYFS has its own development plan; this identifies the training needs for all staff to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in the setting.

8. How will my child be included in activities outside the early years setting, including trips?

If a child has Special 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. As our EYFS setting is within the grounds of Sompting Abbotts Preparatory School, we are fortunate to have access to wonderful outdoor space, which children regularly use and explore. Our resources and environment are set up to optimize each child's learning experience, including quiet areas. For activities away from the setting, risk assessments are carried out and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required for an individual child, an additional staff member would accompany that child on the trip.

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

The physical nature of the Pre-Prep building for 2-5 yr olds does involve some stairs. The building would be difficult to access for a wheelchair user. Members of staff follow strict safety guidelines when escorting children up and down the stairs and pupils are taught to hold the stair rails at all times. Individual pupils with limited mobility are helped 1:1 by an adult. The toilets are also accessible by a few steps. 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 transfer to a new setting/school?

Many of our nursery children move into our Reception class but we also receive many children from other nurseries. For children new to the school, visits between settings are encouraged and key people exchange information on the child to ensure smooth progression with development. Every child is invited in for taster days prior to joining. These help children familiarise themselves with the staff and the class. There are informal meetings available for parents to talk to their new teacher at the beginning of each new year group to share information. When a child is moving to a different school, from our setting, we welcome visits from their new teachers. Learning Journals and Next Steps are shared between the two schools. If the child has additional needs, we would plan a careful transition together, for the child.

11. How are the early years setting's 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 teacher.

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 plan is written. This is reviewed half-termly by the teacher, SENDCO and parents.

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. Email communication is also available for those who are not able to meet with the class teacher. Through this dialogue parents are aware of the learning taking place within school and can continue this at home. Additional meetings can be booked should more time be needed. We welcome the support of parents during school trips as long as they hold a DBS check with us. We also hold regular workshops, where parents can come into school and work alongside their child.

14. Who can I contact for further information?

If you are interested in your child joining Sompting Abbotts Nursery and School please contact the principal, Mrs. Patricia Sinclair at office@somptingabbotts.com or telephone- 01903 235960. If your child is already a pupil here, your first point of contact should be your child's class teacher or Kate O'Neill, Head of Pre Preparatory at koneill@somptingabbotts.org.uk

Family Information Service: will answer enquiries about a range of family related issues, childcare, parenting support, benefits, schools and much more.

family.info.service@westsussex.gov.uk

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