



GIGGLESWICK SCHOOL

Mill House SEND and Local Offer Policy

Lead Author(s)	Pre-School Manager
Reviewed by	Headmaster Bursar Head of the Prep School
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**Giggleswick Prep School
Pre-school
SEND and Local Offer Policy**

To be read in conjunction with Giggleswick School SEND Policy, and Giggleswick Prep School Key SEND Information 2018 available on the school website.

The North Yorkshire Local Offer can be viewed at:

www.northyorks.gov.uk/article/23542/SEND---local-offer

which provides information about services provided by the local authority.

Created in conjunction with the [Special Educational Needs and Disability code of Practice: 0 to 25 years](#)

All EYFS Policies are written in line with guidance from relevant Government EYFS Documentation including but not limited to:

- Early Years Statutory Foundation Stage Framework (Sept 25) https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf
- Development Matters (Sept 23) https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbe/DfE_Development_Matters_Report_Sep2023.pdf
- Early Years qualification requirements and standards (Sept 25) https://assets.publishing.service.gov.uk/media/6870ede610d550c668de3e81/Early_years_qualification_requirements_and_standards_document_2025.pdf
- Early Years Profile Handbook (Nov 24) https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf
- KCSIE 2025 (July Version, full implementation Sept 25) https://assets.publishing.service.gov.uk/media/686b94ee1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf
- SEND Code of Practice 0-25 Years (Jan 2015m updated 2024) https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Aim

The aim this document is to enable families to readily see the support that they would receive for their child/ren in our Pre-school setting. It will provide parents clear information about what we have already put in place to enable their child/ren to achieve their potential. Our setting works within the guidance of the Early Years Foundation Stage (EYFS) Framework and uses this to promote each child's learning and development. We regard each child as being unique and we endeavour to meet each child's individual needs.

How do we know if your child needs extra help and how we will involve you in the discussions and decisions that are made?

- Each child has a key worker who initially will help your child to settle into our Early Years and then continue to be the person that works closely with your child to ensure that progress is being made. They are also there for parents to discuss any concerns they may have or to be updated with their child's progress. These discussions can take place informally at the end of any session or on a more formal basis at a mutually convenient time in private. The Pre-school Manager is also available to discuss your child's progress.
- On-going observational assessments are carried out on the children in our care to monitor progress linked to the Development Matters & Early Years Outcomes which form part of the Early Years Foundation Stage Framework (EYFS) to ensure that children are developing appropriately. Concerns are discussed at our staff meetings between all staff and the key workers liaise closely with the Pre-school Special Needs Co-ordinator (SENCo) where there are concerns.
- Parents are encouraged to work closely with the SENCo (Carl Shuttleworth)/Key Worker who has received relevant training and regularly attends Area SENCo meetings to further training and updating in procedures and strategies. You will always be invited to be involved in the drawing up of any Individual Learning and Provision Plan (ILPP) for your child so that you can add any thoughts or concerns that you might have.
- The SENCo/Key Worker will liaise with other professionals (with your permission) such as the Speech and Language Therapist, Early Years Advisory Teacher or Health Visitor to gain further advice or to ask for assessment of your child. We will then work closely with these professionals to ensure that their advice and strategies are implemented for your child.
- Whilst in our setting, we will compile a 'Learning Journey' for your child which will reflect on their achievements and progress.

How we will support your child

- To help with the transition of your child into our setting, the SENCo and Key Worker would meet to discuss your child's strengths and individual needs. This could take place in the setting or prior to them starting. Also, we would discuss the settling in procedure to be adopted for your child. This would include attending 'Stay and Play' visits. Strategies used to support your child will also be shared. Also, whether there is anything they you feel we could do to help them settle in and feel safe and happy in our setting.
- We would liaise with other professional already involved with your child, to ask for their advice regarding the needs of your child and ensure that essential requirements are in place before they start. This would include any additional specific training that staff would have to undertake, prior to your child starting (e.g. the administration of medicines, EpiPen's and/or first aid requirements specific to your child's condition). This is especially relevant in the cases of life threatening conditions or allergies. All our staff have undergone Paediatric and Emergency First Aid Training which is renewed every three years.

- At the end of each term, we invite you to a parents/carers meeting where we would discuss at the first meeting, how you feel your child has settled in our setting and whether you have any concerns. We would also discuss where we feel their strengths have been and what we feel the next steps should be to promote their learning and development.
- To aid their transition into our settling we offer a 'Stay and Play' session that takes place towards the end of the term prior to starting with us. This would help them to become familiar with our setting prior to them starting. Staying for lunch is optional. It also gives you the opportunity to meet other parents.

How we will help with the transition of your child into their next setting

- We would meet with your child's new Key Person to discuss what we have found to be your child's strengths and needs to ensure that plans can be made for an effective and smooth transition.
- We will share our recent ILPP and your child's achievements and interests as well as targets achieved and still working.
- We will pass onto the new setting your child's Learning Journey so that they are able to see their past achievements and how they have developed over the time with us.
- To aid this transition period, we would talk to your child about the new setting and how it might be different to where they are presently. We would invite their new Key Worker to come and visit them in our setting to see how they play in familiar surroundings and to get to know them where they are already confident.

Who can you speak to about your child's progress or if you have concerns?

- Your child's Key Person is your first point of contact within our setting. We hope that over the period of time your child is in our setting, you will build a good relationship with your Key Worker so that you feel you can discuss and ask questions about your child's progress. Your child's Learning Journey is always available for you to take home to share the photographs with them and any other members of your family. It will also show you their progress as it builds over their time with us.
- Our SENCo (Carl Shuttleworth) is always available for you to discuss your concerns or if you require information about what might be available as additional help and support for your child. He has contact with the local Speech and Language Therapist (SALT), Health Visitor, Family Support Workers at North Craven Children's Centre and the Early Years Support Teacher.
- If you are unhappy with how we are providing for your child, there is a complaints procedure in the handbook.

- We may also be able to access additional funding if we feel that your child would benefit from extra individual support that we are unable to fund ourselves.

What are the responsibilities of our setting in enabling and supporting inclusive practice?

- The School is responsible for enabling the Early Years (Pre-school) to create inclusive practice where we aim to assess and provide for the development and needs of the individual children in our care.
- We have policies in place which are reviewed regularly that ensure we have a safe and caring environment in which children learn and develop through play.
- All our staff are trained to a minimum level of NVQ level 3 and are committed to their professional development by attending further trainings and meetings.
- Our staff meet regularly to plan and ensure that we have activities and resources that provide a stimulating and exciting learning environment. They also discuss their key children's progress and interest so that activities can reflect the children's interests and promote their learning.
- We operate an open-door policy and work hard to make the setting welcoming to both new and existing parents, with staff available both at the beginning and end of sessions to answer your questions and help with your concerns.

How will I know how my child is doing?

- Parents' events and tea parties/parents' lunch.
- These observations and assessments form part of your child's Learning Journey, which is always available for you to take home to look at and share with your child.
- Parent/Carer Meetings
- Email Key Worker/school
- Weekly Newsletters
- Microsoft Teams Online Platform

What support will there be for my child's physical and emotional wellbeing?

- When you first approach us with a view of your child starting in our setting, we will give you a prospectus, which will give you information about our setting and what we can offer your child. We will also give you an admission form, where you can give us details of your child and their family circumstances.
- Once you have decided to use our setting, we give you a Welcome Pack that contains copies of our Safeguarding, Special Educational and Admissions Policies. There will also be an 'I am

special' booklet for you to complete with your child before their first visit. This gives us some background information about your child which will help us to get to know them; their likes and dislikes and anything that troubles them. There are also some leaflets and online support posts giving you ideas of activities that you can do at home that will help promote their learning and that build on activities that we have done.

- We aim to be as approachable to parents/carers as we can be and value your comments and suggestions.
- Although our sessions are child-led, whereby the children are free to choose activities and resources that they wish to play with, the adults are also involved by interacting with the children and enabling them to carry out their ideas and creative designs safely. We also have adult led activities to help promote their numeracy, literacy, physical, social and emotional and creative skills.
- We operate a visual timetable, which depicts what is happening now and what is going to happen next. We hope that this will help children understand the routine of the day and enable them to settle in our setting.
- Your child's key worker will aim to work closely with you and your child to help them settle in our setting as quickly as possible. She will discuss with you on a regular basis on what they have been doing and how they have been involved in activities.
- We encourage co-operative play between the children and for them to respect each other's opinions and ideas. We also encourage them to help each other and to show concern for any child that is upset.
- We operate a flexible approach to routines and environment, so they accommodate the needs of the individual children in our care.
- We have consulted in the past with health care professionals to draw up and implement personal health plans. For example, we have had children in our care previously who have severe food allergies and have required staff to be trained in the administration of medicine should a reaction occur.

Positive relationships

- All staff have accessed child development training and have experience of working with children within the Early Years age range.
- We can assist you in accessing a number of services available locally linked to your child's identified individual needs. We are able to make contact with the North Craven Children's Centre, Settle, who offer specialist play sessions and family support workers. Our local speech and Language Therapist is based at Settle and you are able to go to her drop in sessions when you have concern. She may then decide to do a follow up visit to our setting. Our Learning and Teaching Consultant for Early Years has an area SENCo role included within their remit. They visit enabling us to ask for advice about specific concerns or needs.

- Our setting SENCo has attended training to help them carry out their role. They also attend termly meetings for further training and updates on specific issues. This regularly brings them into contact with the professionals who they will contact to ask for advice or to whom they may refer your child.
- Within our setting, we regularly use Makaton sign language and encourage the children to do the same.

How will you help me support my child's learning?

- Within the setting, there are posters, signs and information to inform you how we have implemented the EYFS within our setting.
- Parents and carers information board
- Magic Moments Sheets
- Parents/carers information evening
- Open-door policy
- Newsletter
- Learning Stories
- Your Key Person and the SENCo will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parents' meeting and/or ILPP reviews.
- If your child has particular identified needs, we will work in partnership with the team supporting your child and explain how we are acting on their advice within the setting.
- All our families are invited to join in activities organised through the year such as our Music Time sessions.

How will I be involved in discussion about the planning for my Child's education?

- You will be involved from the initial visit to express an interest in registering your child in our setting. At this time, we will discuss with you your child's needs, likes and dislikes. We would like you to share any information at this point, and on an on-going basis, about the individual needs of the child and any agencies/professional involved with your child.
- You will be involved in identifying your child's needs and what you consider are their strengths and possible areas of concerns. This information will form an important part of drawing up an Individual Learning Provision Plan (ILPP) where we will identify targets and what we are going to put in place to help your child achieve these targets.
- We value the knowledge you will have of your child and want to be able to work closely with you to be able to use this knowledge to support your child's learning effectively.
- You will be able to access your child's Learning Journey at any time you wish to be able to see their progress and add comments and suggestions of your own. In this way, you will be part of the planning for your child and help us decide on their next steps.

How will the learning and development provision be matched to my child's needs?

- By getting to know you and your child before they start in our setting, we will be able to assess what their initial needs will be.
- On-going assessment is used to establish a starting point within the first few weeks and this will be linked to the ages and stages of development contained within the Development Matters/EY Outcomes part of the EYFS. This will enable us to see areas of strengths and possible areas of concern.
- By identifying areas of concern, we in consultation with you, will instigate additional support in these areas of concern. If necessary, an ILPP will be drawn up in conjunction with yourselves, identifying targets and what provision will be put in place to promote progress in these areas.
- If necessary, and with your permission, we will seek advice from other professionals to enable us to meet your child's needs effectively.

How will my child be included in experiences away from the setting?

- We will involve you in any planning of outside visits from the onset.
- As part of our Health and Safety procedures, we will carry out a pre-visit identifying steps required to ensure that individual needs can be met, and all children will be safe.
- A photo book could be produced if required to be able to show children and parents what the visit will involve.
- Photos of your child's experience will be posted on Facebook/Teams and the newsletter.

How accessible is the setting environment?

- Should a parent who has English as an additional language (or speaks no English), wish their child to attend our setting, we would obtain the services of an interpreter or involve family members who can speak English, to help communicate effectively with the child and parents the procedures for their child. We have the facility to have our welcome pack and other documents translated.
- We would link our use of Makaton sign language to help us to communicate with a child until their grasp of the English language has increased.
- We provide play to promote sensory development including activities that are tactile and visually stimulating.

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

- Element 2 funding can be applied for, to support your child's individual needs.
- We receive a delegated budget from NYCC that is used either to train staff, provide additional staff or purchase resources. These funds are received annually
- Resources and materials are purchased to meet the needs of our children and help us to promote their learning.

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