

Paint Pots Local Offer



Our motto is “Love, Laughter and Learning” - and encapsulates how we see our role in the care of your children. We recognise that each child is a unique individual with his/her specific needs. We work with families, as the primary carers, to provide continuity of care and to help each child develop his/her own potential. Self-esteem, respect for the individual, for each other and for our environment, are seen as the most important areas of our care.

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?

Before your child even starts at Paint Pots you will have the opportunity to discuss with their Key Person any concerns you may have about their development or any additional needs they may have. The key person will talk to you about your child’s interests, routines and current level of development. The key person will use this information to form your child’s starting points and set their next steps for learning. If appropriate the Key Person will involve the Special Education Needs and Disability Co-coordinator (SENDCo) straight away.

We are keen to provide your child with a consistent approach to dealing with any concerns and therefore we would work closely with you and any child minders or other nursery or pre-school your child attends.

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

At Paint Pots we have a curriculum which can be easily differentiated to ensure every child can access every activity in a way and at a level which is suited to their needs. We have an experienced Special Education Needs and Disability Co-Ordinator (SENDCo) who is responsible for overseeing all additional support your child may need. In conjunction with you and your child’s key person they will determine what support your child needs, how we will deliver this support and how often it will be delivered. This information will then be included in your child’s individual plan. This plan is regularly reviewed by all parties to ensure your child is making progress, to recognise their successes and to write a new version to move them forward further.

The SENDCo also works closely with external agencies to ensure we provide the best support we can in the setting.

- We request the support of the Area SENDCo when we have a child with needs we have not dealt with before and they can provide us with strategies to support the child or signpost to people who can.
- Where we have a child with physical disabilities we can draw on the expertise of Specialist Advisory Teachers, Physiotherapists and Occupational Therapists among others to ensure your child is properly supported.

We pride ourselves on our openness and effective communication so if at any time you wish to discuss your child or would like more information or support we encourage you to:

- Chat informally with either the SENDCo, the manager or Key Person
- Request a meeting with your child’s Key Person
- Request a meeting with the SENDCo

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

Paint Pots Local Offer

At Paint Pots, we believe that every child has the right to access activities in a way and at a level which is best suited to their needs. We include activities to encourage their development in all areas of the curriculum while using activities which interest them. We aim to stretch each child to achieve their potential while creating appropriate next steps so they regularly experience success.

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?

At Paint Pots we are keen to have very open channels of communication. When your child first starts, we make every effort to update you on how they are settling and discuss what they have been doing in a session. We are always available for you to chat informally with either the SENDCo or your child's key person about the progress they are making. Sometimes a quick chat is not long enough and then we would arrange a meeting where we will have much longer to discuss any concerns and progress. Every child at Paint Pots has their progress reviewed each term. Any areas where progress is not as expected will be targeted for additional support the following term. We discuss every child's progress with their parents twice a year at our parent consultations however if we have concerns about any aspect of your child's development, we would discuss this with you immediately. All children have an on line Learning Journal which parents can access anytime. It records the highlights of your child's time in nursery and contains details of the next steps they are working towards and their current levels of development. Our aim is that no parent should feel they need to wait until a formal parent meeting is arranged to understand how their child is developing and nor should they wait to discuss any concerns.

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

We understand that in order to flourish every child needs to feel safe, secure and valued and these are the standards we work to. Every child is unique and we recognise and encourage them as individuals.

If your child has specific medical or personal care routines then these will be discussed with you and a care package drawn up so these needs are met timely and sensitively. We have well established procedures in place for the administering of prescribed medicines which require parents to authorise us to give the medicines to their child and detail how often and at what dose they should be given. All medication is administered by two members of staff to ensure that all doses are correct. All our staff are checked by the Disclosure & Barring Service and we aim to ensure staff have relevant first aid training and that all staff have completed safeguarding training relevant to their role. Our Positive Behaviour Co-ordinator and SENDCo work closely with staff and parents in supporting children with behavioural needs. We aim to put strategies in place to support them and the other children in the setting and include them in activities in an appropriate way.

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

The SENDCo has appropriate SENDCo training, the Designated Safeguarding Lead has had the appropriate DSL training with Southampton City Council. All members of staff are expected to attend First Aid, Safeguarding and Food Hygiene courses on a regular basis. Paint Pots has close links with outside agencies, such as the Area SENDCo and health professionals who can be accessed for help at any time.

What training have the staff supporting children and young people with SEND had? Are any being trained currently?

We have an experienced and proactive SENDCo who has completed their SENDCo training and has also attended many training courses. Our SENDCo attends regular support meetings held by the Area SENDCo who supply valuable advice and resources to help support our children

Paint Pots Local Offer

and their families. The Area SENDCo is also available on request to enable the nursery SENDCo to discuss any concerns about our children that they may have.

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

At Paint Pots we aim to ensure all our activities are differentiated so all children can access them in their own way and at a level appropriate to them. We would never take a child on an outing which we deemed was unsafe for their age and stage of development. When we go on outings we carry out a full risk assessment beforehand to ensure the safety of all children and this includes assessing the needs of the children who will be going on the outing. We then set our adult to child ratios to ensure all children are adequately supported and that we can fully meet their needs.

How accessible is the setting/school/college environment?

All Paint Pots nurseries are in commutable distance and can be accessed via public transport.

The outdoor environment offers a secure space for your children to learn and explore whilst having fun with many different resources. There are resources reflecting diversity throughout the nursery.

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?

At Paint Pots we have a settling in policy which encourages the parents/carers to visit the setting with their child before the child is due to start. This is so that familiarity of the surroundings and staff and the bonding process can take place between children, parents and key person. Parents are provided with a log in to the parent's section of the website, this is where they can access the Policies and Procedures, as well as other information and guidance.

We follow a transition to school timetable which outlines different activities throughout the year to support the transition to school, including sharing information with the feeder school and arranging visits to the setting.

For children with SEND we may well already have completed an Education Health and Care Plan (EHCP). We will liaise with the school and the SENDCo of the school to ensure they fully understand how we have been supporting your child so as to provide continuity of care. This may include a transition meeting with the parents, Key Person, SENDCo, School class teacher, School SENDCo and any relevant professionals. This meeting would outline the specific needs of your child and the support they would need. It would also give the school time to put in place anything specific for your child before they start.

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

All funding for Special Education Needs are allocated to the individual child's needs, this could include 1:1 support, specific equipment or training that is required.

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

Your child's key person, SENDCo, Area SENDCo, Portage and any other outside agencies will discuss with you what support is appropriate for your child's needs. There is not a one size fits all approach as every child is unique and has needs specific to them. Where appropriate we hold regular Team Around the Child meetings throughout the year with all parties involved to ensure consistency. Once support is in place this is closely monitored to ensure it remains relevant and appropriate. We do this through observation, assessment of progress, reviewing of targets and discussion with you as parents. Some children need additional support for just

Paint Pots Local Offer

a short while whereas other children may need support for the whole time they are with us. Our aim is always to ensure that support is appropriate, timely and necessary.

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

All parents are encouraged to take on an active part in their child's learning and development. Parent meetings are held twice per year for the sharing of information and the planning for the next stages of their learning and development can be discussed. All parents have the opportunity to speak to the child's key person or any member of staff on a daily basis. This can be confidential if need be. We recognise that the parent is the child's first educator and like to offer any help and support we can to families who come involved within our setting.