**Bolnore Village Pre-School – Local Offer**

**2. How will early years setting staff support my child?**

Our setting SEN coordinator, Fay Hart, is also the Inclusion coordinator and oversees the education programme at Bolnore Village Pre-School. Her role is to identify the needs of all children, ensure provision meets individual, specific needs and that all staff are given training and support to effectively implement learning strategies that promote inclusion and SEN. Fay acts as a point of contact for any family with special educational needs or disability, writing individual Play Plans (sometimes referred to as Individual Education Plans or Education and Health Care Plans) supporting Key Persons and all staff members in understanding and delivering approaches and strategies to support children’s play, learning and development. Fay works closely with families whose children have a Play Plan as well as each child’s Key Person, and will make observations working directly with your child to develop attitudes, skills and concepts that will ensure your child can make progress.

Key Persons will divide their time between each one of their key children with the SEN coordinator providing additional support where necessary. Fay also maintains positive working relationships with other professionals outside of the Pre-School setting, liaising with agencies, making referrals and following up support in order to access specialist advice to enhance our SEN provision. If you are at any time unsure of who is working with your child and why, please do contact Fay who will be happy to answer all your questions.

If it is known prior to your child starting at Pre-School that s/he has special educational needs or a disability, this information can be shared at the Home Visit and Induction stage.

The Manager and Deputy Manager track and monitor the progress of ALL children in order to evaluate how effective our early years provision is. Where there is SEN, longer ‘tracking’ observations are regularly undertaken either by the SEN coordinator and/or Key Person and always discussed to review findings and determine goals. This process enables us to share with you what we have discovered and to invite you to share your thoughts; often you are also asked to do some ‘homework’ too, making observations of your own to help work towards an agreed set of goals which then form the Play Plan. Play Plans are usually reviewed once every 6 weeks (half termly) to evaluate the effectiveness of strategies, any progress made and new or existing areas of learning and development to build upon. The review stage, just like the planning stage, will always include views of the parents/carers and takes place as a discussion between the SEN coordinator , Key Person and family members.