



Abacus pre-school Local Offer

The aim of this document is to ensure families have an understanding of the support their child will receive whilst attending Abacus pre-school. This document provides clear information about what we have already put in place to ensure your child reaches their full potential. Abacus pre-school use the Early Years Foundation Stage (EYFS) framework to promote each child's learning and development. Abacus pre-school always regard each child as unique and endeavour to meet the individual needs of the child.

How does Abacus pre-school know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Your child and parents/carers are invited to visit our setting prior to the child's start date. We encourage parents/carers to share any details or concerns using the registration details and during verbal discussions about the child. Your child will be allocated a key worker and a 'key worker buddy', these will take time to help settle and get to know your child. Once your child has settled and been observed we will discuss further any concerns, support and any actions we would like to implement.

We regularly observe, monitor and assess all children through the use of our online learning journal.

How will Abacus pre-school staff support my child?

Each child is allocated a key person who is responsible for monitoring their individual progress. We work within the adult to child ratio ensuring at all times children receive the support they require. We have a SENCO in each setting, who attends regular training and supports your child's key worker in promoting development, using strategies and SMART targets. Children are monitored individually and in group situations.

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

Your child will be assessed through continuous ongoing assessment, your child's key worker will plan to meet the need of the individual child. These plans will be based on the child's interests and their next steps. The plans will ensure children can access all areas of the setting. Your child may be supported by an individual plan to help support the areas of development.



How will both you and I know how my child is doing, how will you help me to support my child's learning?

Abacus pre-school has an open door policy, you are welcome to speak with us at any time regarding your child's development. We use our online learning journal to help you access your child's current learning stage. We also use this as a monitoring tool that enables us to identify any additional support required. Our qualified and experienced staff ensure that children's needs are quickly identified and support is then discussed with parents and carers and consent is required for support to be implemented.

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

Abacus pre-school has in place policies and procedures that ensure your child's wellbeing. All our policies and procedures are reviewed annually or as required. We have clear policies regarding personal care and medication. We are an inclusive setting, ensuring all children are supported and included in the setting. We encourage good relationships with children key workers and families and ensure all children feel valued and supported. Staff receive regular training to ensure a consistency for all children.

Staff may administer medicines such as inhalers with parental consent. A child with behaviour difficulties will be supported by each member of staff. Children with additional needs will be supported using a SEN Support Plan, this is in place to support their needs and is regularly reviewed.

Abacus pre-school have a policy in place to support behaviour and Special educational needs and Disabilities and may access additional support from other agencies such as Portage Plus (a service devoted to supporting children and families with behaviour difficulties) We prioritise maintaining our recommended ratio and do not have provision for one to one support unless additional funding is available. Children are invited and supported to play, learn and develop. Staff wear visual fobs to help children manage their play opportunities, boundaries and routines. A photographic timeline is also available to support children with the daily routines. Emotions and feelings are discussed within the session and sharing bags and activities help children to explore and discuss their feelings. Small language and social groups are held throughout the session to encourage positive language and social skills and to build self-confidence.



What specialist services and expertise are available at or accessed by Abacus pre-school?

Each setting has a majority of staff who are fully qualified in National Vocational Qualification (NVQ) Level 3 or above in childcare learning and development. We also employ apprentices who are working towards their level 3 qualification. Staff are all First Aid trained, Food Hygiene aware, Manual Handling aware, Fire Safety and Health and Safety Aware, we have robust Safeguarding Training. The SENCO in each setting has opportunities to attend meetings which contain important changes, legalisation or new ideas and resources to support children with SEND. All staff have access to an online learning tool, the Virtual Learning Environment which enables staff to access additional training.

The pre-school staff use Makaton and staff can access Makaton training. Abacus pre-school use Makaton signing through songs and rhymes, weather and days of the week start of the day activities and through general play, snack time, nappy changing etc. Sign and symbols are displayed around the setting in the appropriate areas to support our children's communication skills. Abacus pre-school has policies and procedures in place to support the everyday running of Abacus pre-school and the safety and wellbeing of the children and staff.

Abacus pre-school work together with the Early Years Team to support children requiring additional support with behaviour or SEND, adhering to our staff ratio. If this is not achievable we will discuss alternative options with the parents. We are able to seek specialist advice, recommendations and support ensuring the pre-school for all children continues to be an enabling environment for children to learn, play and feel safe in. Each setting is assigned an Early Intervention Officer from the Early Years Team at South Gos.

Inclusion Funding

During August and September of 2016. The government consulted on proposals to make changes to the way free childcare and the education in early years is funded. These proposals included

- - Introducing a new formula for early years national funding for children ages 3 and 4



- Making changes to the way local authorities fund the early years providers
- Ensuring children with special educational needs or disabilities access the extra funding they need

The government have placed a duty on the Local Authority to provide an Inclusion Fund to support children with SEND.

We are able to access funding under three different headings:

Funding for an Individual Child - funding to support work with an individual child when following the graduated approach.

Identified Cohort Needs - assessments and observations have identified an area of learning is more difficult. The benefit of targeted group work to improve outcomes.

2 or more children with different needs- to support children with different needs but attend same sessions

- Staff at Abacus pre-school ensure positive attitudes, promote quality of opportunity and value diversity in others. Our approach in inclusion is based upon individuals ensuring they are valued for who they are.

EYFS Principles- Inclusive Practice are adhered to in our everyday practice

A Unique Child, Positive Relationships, Enabling Environment, Learning and Development

Through our ongoing assessment staff will continue to work in partnership with parents and carers to provide the support and children to improve their outcomes.

Please speak with a staff member if you would like further information.



How will my child be included in activities outside the Abacus pre-school setting including trips?

Trips and outings are advertised through a monthly newsletter. Parents are required to consent to their child attending an outing on Abacus pre-school registration forms, required prior to your child starting at the setting. Parents and carers are invited to attend and may be required to support outing ratios. Visual timetables and picture prompts are used to prepare your child and explain what is going to happen on the outing, allowing them to feel comfortable at all times when out of the setting.

How accessible is the Abacus pre-school environment? (Indoors and outdoors)

Abacus pre-school is wheelchair accessible. Located around the setting there are routine time lines demonstrated through photographs. Staff use visual flash cards, photos are used to support your child with 'what happens next', flash cards can be used to encourage your child in taking part in activities along with language and Makaton signing. Each member of staff supports all of the group, and your child's key worker or buddy is there to support your child when needed. Throughout the pre-school along with signs, language boards, and flash cards children will find dual language books and stories in their own language. The preschool has access to an outside agency who can advise on English as an Additional Language support if needed.

Abacus pre-school are able to access disabled toilet and changing area.

Abacus pre-schools outside environment is spacious. Our area may be grassed or paved and has many resources and experiences to offer containing a range of play and learning opportunities. Abacus pre-school play area provides challenging activities for children to explore





How will the Abacus pre-school prepare and support my child to join the early years setting, transfer to a new setting / school?

Abacus pre-school invite new children and families to attend visits and stay and play sessions prior to the child's start date to support the child's settling in to pre-school. Stay and play sessions allow an opportunity for parents to meet the staff and develop relationships. Abacus pre-school encourage parents to complete an 'All about me' information page, providing us with information about the child's interests and dislikes and developmental stages.

For children leaving the setting to attend a Reception class within a Primary School, we ensure transitions are supported in the same way. We invite Reception class teachers to come and visit your child at the pre-school. We work in partnership with the local schools and where possible regularly meet with the children to share events and provide opportunities for the children to familiarise themselves with the environment. Each child has an opportunity to visit their school on more than one occasion with parental support, Abacus pre-school further support the children by sharing stories, show and tell and uniform wearing. The child's key worker meets with the receiving setting/school and shares the child's current online learning journey. This online journey contains the child's current developmental stage and identifies any areas of strengths and need. This online journey is shared with the parent/carer and they can add their views and any other information. The online journal is then shared with the Reception class teacher.

How are the Abacus pre-schools resources allocated and matched to children's special educational needs?

Special Education Needs and Disability (SEND) funding is allocated to your child where appropriate. A meeting may be held to discuss how the funding should be spent for the benefit of your child. It may be possible to support your child with one to one time with a staff member during some of the child's session at pre-school. All of the children's individual needs are closely monitored and where additional equipment is required, Abacus pre-school will attempt to source from local Toy Libraries. Our equipment is regularly reviewed to ensure it meets and supports the Early Years Foundation Stage.



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

Your child's key person will observe and make a decision on whether your child will benefit from additional support. The key person will discuss this with the pre-school SEND-CO and managers ensuring the proposed support is achievable within recommended staff ratios. We do not provide one to one support for individual children. Abacus pre-school endeavour to support all children attending the setting, however we are aware we may not be the most suitable environment for the child. The extra support is promptly put into place and supported by all team members, observations may be recorded at this point to identify triggers etc. A Special Education Need Plan is written for the child with parental consent and input. This is reviewed 6 weekly to learn what impact the support has had on your child, and what should be put in to place next, targets and strategies are reviewed and amended as required. Further referrals may be made with 2 cycles of evidence in exceptional circumstances we may be able to refer to other supporting agencies with 6 weeks of evidence.

How are parents involved in the early years setting? How can I be involved?

Parents and the key person work together on the child's learning and development. Parent consultations are held three times a year and Abacus pre-school have an Open Door Policy. Parents and carers can access their child's current learning via our online learning journey. We encourage parents to respond and share their child's observations from home. Both parties review their child progress throughout the term and are able to discuss through the child's home communication book or face to face contact. Abacus stay and play sessions , sing-a- longs, celebration events and storytelling sessions to involve parents and carers in their child's learning.

Who can I contact for further information?

A parent's first point of contact may be their child's GP key person or health visitor. Abacus pre-school has an open door policy and parents and carers are welcome to come in at any time to discuss their child's progress, face to face.

The setting can also be contacted by telephone 01454 867285

Abacus pre-school – Meadowbrook Primary School, Three Brooks Lane, Bradley stoke BS32 8TA
Telephone: 01454 867285- High quality, affordable child-care from ages 2 to 5 years



We have a website www.abacus_preschool.co.uk also an email system for parents to contact

Abacus@Baileys Court - abacusbaileyscourt@gmail.com
Abacus@ Stoke Gifford - abacusstokegifford@gmail.com
Abacus@Mangotsfield - abacusfh1@gmail.com
Abacus@Meadowbrook - abacusmbk@gmail.com.

Further advice and guidance can be accessed via Access and Response Team
01454 866000