 Jack and Jill Childcare Facilities (1042803)

 ...Where children can explore, create, and discover the colour of dreams

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***SEND – Local Offer***

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|  Questions | What do Jack and Jill Offer? |
| How does the setting know if children need extra help and what should a parent / carer do if they think their child has special educational needs or disabilities? | Children are allocated a keyworker, who liaises with the child, their family and the setting to ensure that their best interests are being met. The staff team observe each child and this information is collated and assessed by the keyworkers to produce a ‘story’ of their development. This allows the setting to identify children that need support.We have an ethos of open communication at Jack and Jill and encourage information sharing between families and the setting, allowing any concerns to be expressed and discussed.We run open family sessions each month, which families are invited to attend. This gives opportunities to raise concerns in a relaxed manner and allows the setting and family to get to know each other.All eligible children will receive a two-year check as part of the integrated reviewWe have a named Special Education Needs and Disabilities Coordinator (SENDCo), Inclusion Coordinator (INCo), and Mental Health Lead (MHL), who liaises with parents and suitable agencies to meet the needs of the children. |
| How will our staff support children? | The SENDCo, INCo, MHL, and DSL will coordinate the staff team to provide an appropriate environment with opportunities for individual learning and development. Where appropriate information from external agencies will also feed this process.Strategies will always be shared with parents and parents. |
| How will the curriculum be matched to children’s needs? | Children’s needs are assessed through a process of observation and analysis, the information this cycle provides informs our curriculum. Our curriculum is based in the ‘Planning in the Moment’ approach, it is open and child-led. |
| How will the setting and family know how the child is doing and how will parents be helped to support their children’s learning? | C:\Users\Diane Shanley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q9HZJHAE\MC900438788[1].jpgThe children’s development story is held in an e-journal through the parentzone app, this allows the children’s families access the journal at any time from home (password protected). It gives opportunities to keep up to date with the child’s development as well as to add comments and observations.We hold regular consultation meetings each term between parents and keyworkers to discuss the child’s progress and next steps and encourage families to keep an open and positive relationship with parents, through online messaging and in-person.Parents are supported to work with other agencies in the best interests of their children. |
| What support is available to promote children’s overall well-being? | Keyworkers support children’s development, and the whole staff team will work with all the children. Parents are encouraged to keep the setting up to date with the child’s ‘circumstances’ so that our care can be adapted to meet their individual needs.The setting prioritises the Prime areas of learning and development children’s positive health and wellbeing. All staff are trained in first aid and safeguarding.We have a Healthy Start Statement that includes information on healthy eating, exercise, life skills as well as mental health and well-being.  |
| What specialist services are available at or accessed by the setting? | Jack and Jill have a named SENDCo, INCo, MHL and DSL, We work within frameworks such as Early Help. We support specialist services including, health visitors, Sensory Support, physiotherapists and Educational Psychologists to support the needs of the children. Staff are first aid and safeguarding trained.Staff regularly attend internal and external training sessions to support their work with children. |
| What training have staff had in relation to SEND? | Staff have attended a variety of training that promotes support for SEND, these include first aid, speech and language, inclusion, Makaton, food allergens, Epi-pen use and supporting mental health and well-being.Staff update their skills in this area regularly and seek out new training to fill any gaps in their knowledge relating to individual children.Staff have received onsite training relating to ‘chest clearing’ physiotherapy; wearing a prosthetic leg and moving accessing the setting with one leg; handling children with severe movement impairment, including using leg braces and standing frames along with providing appropriately for children needing a specialist diet and feeding instruments.Training is designed to meet the needs of the children. |
| How will children be included in activities outside of the setting, including trips? | Jack and Jill utilise a combination of risk assessment, planning and parental involvement to ensure that activities and trips can be presented in an inclusive format for all children to take part |
| How accessible is the setting? (Indoors and outdoors) | C:\Users\Diane Shanley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q9HZJHAE\MC900438788[1].jpgWe have a variety of resources for use on tables and the floor and are able to offer a variety of three sizes / heights of tables and chairs. There are ‘soft furnishings’ available for floor play. The inside environment is flat and can be manipulated to provide appropriate play areas for all children. The outside environment is flat, with a slope at the entry point. |
| How will the setting support my child during transitions, for example to the setting and to new settings / school? | We liaise with the children’s next settings; this often includes reciprocal visits and sharing information about the children’s likes, dislikes, abilities and development. Where appropriate meetings are arranged to support transition. |
| How are the settings resources allocated and matched to the children’s SEN needs? | Information is fed into the planning each week ensuring that resources and activities are available to meet the needs of all children.Where appropriate West Sussex Inclusion Team can provide equipment for the setting to use.Information is gathered from sources such as Inclusion Support from the ECS where appropriate and used to inform the planning.The setting may be able to access inclusion funding to support this allocation where appropriate.  |
| How are decisions made affecting the level and type of support children receive? | The observation, assessment and planning cycle is integral to this, and once an additional need has been identified a decision will be made whether it is appropriate to support the child ‘in-house’ or whether seeking advice from ‘outside agencies’ is appropriate. The team working around the child will share information and techniques in order to best meet their needs interests.Parents will always be involved in this process. |
| C:\Users\Diane Shanley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q9HZJHAE\MC900438788[1].jpgHow does the setting involve parents? | Jack and Jill have several formats to support parent partnership, these include an e-journal (accessible by parents), consultations, ‘All About Me’ books, Developmental Questionnaire, ‘Stay-and-Play’ sessions for all the family, annual questionnaires and of course fundraising / social activities. |
| How can you get additional information? | The local Children and Family Centres hold a wealth of information and can help parents access other sources: *Horsham – 01403 224444*The Family Information Service is able to give advice and signpost support from a range of sources: *01243 777807*Your health visitor would also be able to advise you: *01403 620450*The manager, SENDCo, INCo, MHL and DSL at Jack and Jill are always happy to chat with parents and provide additional information: *01403 258994 email:* *office@jackandjillchildcarefacilities.com* |

The settings policies are available to view on our website