

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME: **Rudgwick Pre-school**

OFSTED UNIQUE REFERENCE NUMBER: **EY113684**

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS: **Yes**

LOCAL OFFER SUBMITTED BY: Name: **Claire Brown**

Date: **updated 1st Nov 2025**

Signature: *Claire Brown*

1. How do Rudgwick 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?

At Rudgwick Pre-school all children are treated as individuals. On registering at Rudgwick Pre-school your child will be allocated a key person whose responsibility it would be to get to know and settle your child. We use 'All about me' and 'Parent Baseline Assessment' forms along with induction visits to gain as much information as possible before your child starts. Should you have any concerns we encourage you to raise them during these visits. Through our observations, assessment and planning we are able to identify any concerns quickly which we would then share with you and where necessary, with your consent, we would contact other professionals to come in to support your child. We also send home 'cloud forms' termly for parents to complete with things their children are doing and enjoying at home to feed into their learning journal.

2. How will Rudgwick Pre-school staff support my child?

Rudgwick Pre-school staff are widely trained and experienced in child development and your child's key person will plan for your child's individual needs. Each key person tracks their children's development and reviews their progress on a termly basis.

Observation, assessment and planning along with the routine of the pre-school is explained to you during induction visits.

The pre-school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) is familiar with the SEN Code of Practice, and oversees all staff to ensure every child at Rudgwick Pre-school fulfils his/her potential. She liaises with the Early Years Childcare Advisor (EYCA), Speech and Language Support to Settings Team (SaLSS) and the Early Years Inclusion Team (EYIT) (see appendix) and other professionals; attends SEND support and networking groups and coordinates transitions to school. She would also undertake a process of referral if necessary and arrange a meeting for the EYCA or SaLSS Team to attend the pre-school to observe your child. Feedback would then be given to both key person and parents to ensure a consistent approach at both home and the setting.

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

Every child is an individual. We take into consideration your child's interests to plan for their progress and to support your child at their own pace. We use the Early Years Foundation Stage Curriculum as a guide for a child's development. The Pre-schools SENDCo supports the key person to assess and plan for your child to learn within their area of need. Progress will be evidenced in your child's learning journal and an Individual Plan which will be written if required to support learning both in the pre-school and in the home, these will be reviewed regularly.

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

Your child will have an Individual Learning Journal in which we record observations and assessments made by staff, this forms the basis for their next steps, to ensure and promote development. We complete an Initial Assessment upon joining and a 2-year-old progress check before your child reaches the age of 3. As parents are their child's first educator; Rudgwick Pre-school positively encourage involvement from parents/carers in their child's learning and development. We use Tapestry as a means of keeping parents informed about their children's development/progress. The 'next steps' we set for your child are shared with you. Should we have a concern we would invite parent's in to discuss this. Rudgwick Pre-school newsletters are emailed termly, these contain various news, extra events, these are printed for parents who do not have internet access.

"Children regularly benefit from activities that are planned to target the next steps in learning". (OFSTED 2025)

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

At Rudgwick Pre-school we offer induction visits to ensure both child and parent are happy, during this time your child's key person would talk through any care routines, medication required by your child along with any other concerns you may have. If necessary, we can arrange pre-entry visits with the EYCA to ensure all the needs of your child are met, ie special equipment or specialist training required by the staff.

Safety of our children is paramount and we undertake risk assessments of the building, garden and equipment daily. Our doors are kept locked during pre-school hours and children are only released to those named on their registration form.

Children learn about risks in the environment.

"Children demonstrate they know not to cross the boundary of the fire circle in the garden. Staff also support children's understanding of safety with tools. For instance, they remind them how to carry scissors safely indoors. Children's knowledge of personal safety is increased". (OFSTED 2025)

Behaviour management is important and any issues are discussed at regular staff meetings to ensure a consistent approach by all staff. Children are supported to play, learn and develop; choice boards and visual aids are used where necessary to encourage independence in selecting different types of play. Emotions and feelings are raised during group times and small language groups are held to encourage positive language and social skills and to build self-confidence.

"Children behave well and understand the importance of showing kindness and consideration towards others. They have secure friendships with each other and play happily. Children's relationships with each other are truly heart-warming". (OFSTED 2019)

6. What specialist services and expertise are available at or accessed by Rudgwick Pre-school?

The staff at Rudgwick Pre-school have a vast knowledge and experience in caring for young children. All staff are paediatric first aid trained and have attended child protection/safeguarding training. The SENDCo attends termly network meetings which contain important changes, legislation or new ideas and resources to support children with SEND. Staff have achieved 'Communication Friendly Early Years Setting' status, and have 'attention building' training. The whole staff have attended a level 1, Makaton training, some also completing Level 2, which we are now embedded into our daily routines. We also use signing in songs and rhymes within our small group times and through general play, snack time, nappy changing etc. Sign and symbols are displayed around the setting to support our children's communication skills. Rudgwick Pre-school has policies and procedures in place to support the running of the pre-school and the safety and wellbeing of the children and staff.

7. What training have the staff supporting children with SEND had or are having?

Rudgwick Pre-school's supervisor has a CACHE level 3 in supporting children with SEND and several staff regularly attend INCO/SENDCo training and networking sessions. All staff regularly update their knowledge attending Early Years training on a range of subjects including autism awareness, attention and listening skills, including all children, dyslexia awareness, sensory integration, involving parents with their children's learning and speech and language issues, Makaton level 1/2, Equality and Inclusion in Early Years Settings, Schema Play, Social Communication in Early Years, Practical Steps Positive Outcomes – Understanding Inclusive Practice, Understanding and addressing behaviour. (A full list of staff training is on our website).

8. How will my child be included in activities outside Rudgwick Pre-school including trips?

Parents give consent for children to attend outings. Depending on a child's needs, they will have a one to one support outside the pre-school if necessary, this would usually be their Key person. Visual timetables would be 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 pre-school.

9. How accessible is Rudgwick Pre-schools environment? (Indoors and outdoors)

Rudgwick Pre-school is wheelchair accessible and has fully fitted disabled toilet facilities. Throughout the pre-school, signs and posters are visual and often in dual language. Children will find books, stories and resources in a variety of languages. Our outside environment is spacious, partly paved and partly grassed and has a ramp to access it.

"Leaders create an interesting curriculum that intends to broaden children's experiences."
(OFSTED 2025).

Should a child require specific equipment we can apply for inclusion funding to purchase it through Early Years, something we have done successfully on a previous occasion.

10. How will Rudgwick Pre-school prepare and support my child to join the early years setting, transfer to a new setting / school?

Rudgwick Pre-school invites new children and families to have as many induction visits as children and parents require to feel comfortable before they leave their child. These sessions allow an opportunity for parents to meet their child's key person and create a bond, which helps settle the child.

All transitions are supported in the same way for children moving onto infant/primary school. Moving on paperwork is completed and forwarded to their new setting. We have a close relationship with Rudgwick Primary School and visit it many times. We invite reception teachers into visit from all schools our children are moving onto and set up a transition board with pictures of the various school staff and areas. Should a child move to another early years setting we would ensure their learning journal is passed on to ensure continuity of learning.

"Highly accurate assessments enable staff and the leaders to monitor children's learning needs closely and identify when support is needed. Any gaps in children's achievements are identified and solutions are sought promptly. Therefore, every child makes the best possible progress in readiness for starting school". – (OFSTED 2015)

11. How will Rudgwick Pre-school's resources be allocated and matched to children's special educational needs?

Rudgwick Pre-school is a registered charity and therefore has limited funds. We are however, able to apply for inclusion funding to support children who need additional support. It would then be the responsibility of the SENDCo and your child's key person to use the funding to support your child. Additional meetings would be held to ensure you are kept informed. As a setting, we always strive for a 1:5 staff/ child ratio, therefore higher than that recommended.

12. 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 in consultation with you and the SENDCo on whether your child will benefit from additional support. Where necessary, with your consent, we would request further support from our EYCA, EYIT or SaLSS who would visit the setting to support us in doing the best by your child. Rudgwick Pre-school has never turned down the opportunity to support a child. The extra support is promptly put into place and supported by all team members. If required an Individual Plan is written for the child, which is reviewed regularly to learn what impact the support has had on your child and what should be put in to place next.

Children have secure attachments with staff; they seek them out for affection and reassurance and also to be part of their play. This demonstrates that children feel safe and secure. Staff know children well and plan and provide an interesting environment for them to explore" (OFSTED 2019).

13. How are parents involved in Rudgwick Pre-school? How can I be involved?

Rudgwick Pre-school is committee run; therefore, the parent's involvement is essential meaning we have strong staff/parent relationships. All parents/carers are invited to join and meetings are held half termly. We send out newsletters and frequently do surveys to ensure we are meeting the needs of our community. Rudgwick Pre-school has an open-door policy and encourages parents and carers to stay and help for a morning.

"Parents are highly involved in the pre-school in a range of ways. These include membership on the pre-school committee and participating in some of the sessions. These excellent partnerships demonstrate a positive approach, which is highly effective in meeting the care and learning needs of all children attending". (OFSTED 2015)

"Parents speak highly of the staff and state how well they have supported their children over the years. There is a very secure sense of community within the setting and staff work effectively with parents, which helps to support and promote children's emotional well-being" (OFSTED 2019).

14. Who can I contact for further information?

A parent's first point of contact is their child's key person or pre-school supervisor. Staff are always happy to discuss a child's progress or any concerns a parent may have at any time. The pre-school supervisor and SENDCo is Claire Brown, assisted by Rosie Miles and supported by the whole team. They can be contacted by telephone [01403 823558](tel:01403823558). The pre-school also has a website where all

policies and further information can be found: www.rudgwickpreschool.co.uk or we have an email system for parents/carers to contact the staff at: rudgwickpreschoolstaff@gmail.com

Appendix'

Early Years Childcare Advisors (EYCA) and Early Years Inclusion Team (EYIT) are both part of the Early Childhood Service and aim to help early years practitioners provide the best possible experience for all children in their settings.

What will they do?

- Come to your child's pre-school, observe your child as s/he plays and interacts with the other children and staff
- Get together with you and the staff to discuss observations
- Decide, with all of you, some ideas for the pre-school staff to put into place
- Arrange a follow up visit to see if the ideas have worked

Speech and Language Support to Setting (SALSS) is run by the West Sussex Speech and Language Therapy Service and aims to support early years practitioners to meet the needs of children in their settings as soon as possible.

What will they do?

- Give advice and support to practitioners working with children who have speech, language and communication needs.
- Provide training and strategies to support all children within the setting.
- Provide on-line support and resources