

## **10.11 Working in partnership with other agencies and parents (local offer)**

### **Policy statement**

I work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

### **Procedures**

- I work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- I have procedures in place for the sharing of information about children and families with other agencies. These are set out in my privacy note. Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with [us/me] is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, I make those individuals welcome in my setting and respect their professional roles.
- I follow the protocols for working with agencies, for example on child protection.
- I ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- My staff do not casually share information or seek informal advice about any named child/family.
- When necessary, I consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop my understanding of the issues facing me and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

## Tiny Tigers local offer

### How does our setting identify children with additional needs or SEND?

At Tiny Tigers Pre-School we treat every child as an individual. Your child will be allocated a key person who will be responsible for your child's development. Through the use of observations and planning for their next steps we are able to identify any concerns which we will share with you, and with consent we will contact other professionals if required. Should you have any concerns about your child you should speak with your child's key person who will be able to advise you further.

### How will I be informed / consulted about the ways in which my child is being supported?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This knowledge begins with the 'Welcome Pack' and the all about me section in Tapestry (online learning journal) and continues with regular meetings relating to their next steps. Through continual observations we can plan for your child including assessing additional support from other professionals as appropriate. With your permission, we will contact outside agencies if required either for advice or to make a referral with any concerns and we will implement strategies.

### How will our setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Every child is viewed as unique, therefore we plan for your child's development based on observations of your child and evidence gained for their Learning Journal within Tapestry. The environment your child plays in will be appropriate for their needs and additional support or resources will be supplied as appropriate.

### What teaching strategies does our setting use for children with additional needs or learning difficulties?

At Tiny Tigers we have a SENCO (special education needs co-ordinator) that has been trained through KCC to support the key person and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The pre-school SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENCO will liaise with other professionals (with the parent's consent) such as Early

Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advise in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

Parents communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

## What additional support does our setting provide for children with additional needs or SEND?

We offer settling in sessions which will familiarise your child with the Pre-School and also enable support for your child to be discussed before they commence at Pre-School. Care routines will be discussed prior to starting at the Tiny Tigers, including nappy changing. We are able to administer prescribed medicines once the appropriate form has been completed. If additional training is required to administer medicine we will undertake this as necessary but on this occasion your child will not be able to start preschool until this training has been completed.

Promoting positive behaviour is important to the setting. Our belief is Caring and Sharing and we utilise a range of techniques to ensure this is met. We will always discuss any behaviour concerns with you in order to maintain a consistent approach between home and the setting.

The safety of your child is paramount. Children are signed in and out with details of who is due to collect them each session. We will not allow any child off the premises if the person collecting them is not known to the setting or does not give the correct password. We regularly undertake and review risk assessments on our equipment and environment from both a 2 year olds and 3 year old perspective. Risk assessments are completed before every session and before any trip including short walks around the local community.

## How will the setting monitor my child's progress and how will I be involved in this?

A strong relationship between the setting and Parents is important to the Pre-School. You have access to view your online child's online Learning Journal and your child's key person will meet with you regularly to discuss your child's development and next steps. We are always available to discuss any concerns you have regarding your child's learning and development.

## How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

All children are welcome to attend trips. Parents are notified before trips in order to identify any particular needs. Risk assessments are completed and volunteers are asked to assist on the trip from the children's families if required. On any trips all children wear high visibility Jackets, mobile phone, first aid kit and a child's individual medicine or medical equipment, as required, is always taken.

## How will you support my child's transition to a new setting or school?

Before your child joins the Pre-School we encourage you to visit the setting several times so that you can both become acquainted with the environment and staff. We have a settling session before your child is due to start pre school. We work closely with each family to develop a settling routine to match your child's needs.

If a child attends more than another setting or is moving to a different setting we share the child's next steps with that setting.

We liaise with local schools to arrange visits of both the children to the schools and the Teachers to visit the children at the pre-School to aid the transition to new Schools. Outside agencies will support with transition to school for any child they have been involved with at the Pre-School.

## How does our setting assess the overall effectiveness of its SEN provision and how can parents / carer's take part in this evaluation?

The staff continually receive and refresh their training. All staff are qualified within Early Years or are currently studying for qualifications. Staff have attended; promoting positive behaviour, English as additional language; senco forums and lift meetings. We continually reflect upon our practice and will attend training when a particular need is identified. Every year we provide parents with an annual questionnaire, thereby giving parents an opportunity to make comments/recommendations or ideas that we may implement.

