



# Epsom Primary and Nursery School

First Steps Offer - SEND



# Universal Offer

**Our learning environment ensures the effective inclusion of all pupils in high quality, everyday personalised learning.**

**This includes:**

- *Each key person carries out regular observations of children.*
- *Activities are planned each week and then adapted to meet the needs and interests of the individual children within the setting.*
- *High levels of pupil involvement and engagement with their learning*
- *Effective questioning, modelling and explaining by the practitioner*
- *Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups*
- *High quality differentiation*
- *Encouragement and authentic praise to engage and motivate pupils*
- *Reviewing learning and identifying next steps*



## Targeted Support (Early Years Local Offer)

**We provide a wide range of targeted interventions to support those who are developing at a slower rate in a particular area of learning.**

**Our targeted interventions include:**

- *Additional support required to follow instructions, develop language, develop relationships, etc.*
- *Completion of Early Language child monitoring tool*
- *Planned support for key transitions*
- *Completion of Ann Locke Profile to pinpoint specific areas of need.*



## Specialist Support ( Enhanced Local Offer and Band 1 )

**We also provide specialist support for those who require intervention and support additional to, and different from, our universal and targeted provision. For Early Years this is split into 2 levels:**

### **Our Enhanced Local Offer support includes:**

- *Referrals for assessment by outside agencies, such as SALT (Speech and Language Therapy), Portage, Early Years Advisor.*
- *Individual Support Plans written and followed.*
- *Inclusion Support grants may be applied for.*

### **Our Band 1 Offer support includes:**

- *Highly individualised learning and development programmes are planned for and put in place.*



## How do we know if children need extra help and what should I do?

- We work with the people who already know your child and use the information available to identify what their special educational need (SEN) will be in our setting and how we can manage it.
- If you tell us you think your child has a special educational need or disability (SEND) we will discuss this with you and agree how we can work together to help your child.
- If we think that your child has a special educational need this may be because they are not developing as other children of a similar age. We will observe them and assess their development to find out what is causing the difficulty (**See SEN Policy**).
- In First Steps, a team of staff meet termly to ensure all children are making good progress. This is another way your child may be identified as not developing as they could be. If your child is identified as having difficulties with their development we will set up a meeting to discuss this with you in more detail, to listen to any concerns you may have and to plan any additional support your child may receive. We will also discuss with you any referrals to outside professionals e.g Early Years Advisor to identify ways to support your child and your family.



## How will First Steps staff support my child?

- We will support your child in variety of ways depending on their individual needs. The first way is universally, within the setting, where learning activities will be matched to your child's needs and will be overseen by your child's key person.
- Each term children are assessed using the Development Matters document and this will highlight if your child needs further support with one, or more, area of development. A plan will then be put into place to address the areas of need within the environment (**Targeted Support**)
- A further specialist level of provision may involve your child working individually with a member of staff to meet specific targets (**specialist support**). The key person will meet with your family and child to discuss an outcome for your child and the small steps needed in order to meet that outcome. This will be outlined in an Individual Support Plan shared with all the staff who are working with your child and you as the parent. We might also ask for support and advice from other agencies such as SALT (Speech and Language Therapists) or the Early Years Advisor.
- Individual Support Plans are reviewed half termly to assess the effectiveness and impact of the planned provision for your child.



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

- Our learning environment ensures the effective inclusion of all pupils in high quality, everyday personalised learning (**see universal offer**).
- We provide additional, specific support those who are making slower progress in a particular area of development. We also provide specialist support for those who require intervention and support additional to and different from our universal and targeted provision (**see targeted and specialist support**).
- Children whose needs cannot be met through the settings own resources alone will be given an Education Health Care Plan (EHCP) through which additional resources and support will be allocated by the Local Authority. They may also have access to additional funding in the form of Inclusion Support Grants.



## How will we know how my child is doing and how will you help me to support my child's learning?

- Progress is monitored by key people through observations and assessments and recorded in the children's learning journeys.
- Progress is reviewed formally every term and judgements made against the Development matters/Early Years Outcomes ages and stages document.
- Soon after the child's second birthday, all children complete a Statutory Progress Check
- Children with special educational needs will have additional steps to success recorded on their Individual Support Plans and these will be reviewed half termly to see the progress your child is making to their end of year outcome.
- The progress of children with an Education Health Care Plan is formally reviewed at a six monthly review with all adults involved with the child's education.



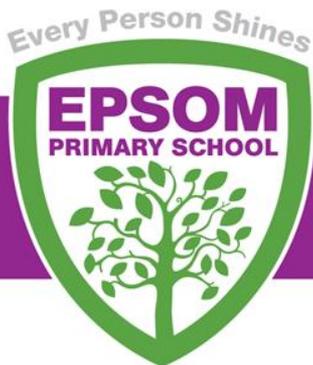
## What support will there be for my child's overall well-being?

- The setting ethos is one where all pupils are valued and their diversity celebrated.
- As a setting we reward and celebrate children's achievements in behaviour and ensure that we are fair and consistent, helping children to manage their own behaviour. Sanctions are reflective and result in pupils making more positive decisions about behavioural choices (**see First Steps Behaviour Policy**).
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- The planned learning environment ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all practice.
- The setting has effective systems for ensuring that friendships are maintained and no pupil feels isolated.
- If a child needs medication parents need to complete a form giving us the permission and then the manager can give it to them at any point during the session. (**See First Steps Administering Medicines Policy**.)
- First Steps recognises that there will be children who need a personalised approach to their specific behaviour needs. In some cases this will mean that the setting's sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.



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

- Children with specific behaviour difficulties will be given additional support in line with their Individual Support Plan and their particular needs.
- We help children develop self esteem and aspirations for their future.
- We keep positive and open communications with parents and help them to reflect some of the strategies we use in the setting at home. We offer parent support through our Early Years Special Educational Needs Coordinator (EY SENCO), First Steps Managers, Key people and Safeguarding and Attendance Lead.
- Our EY SENCO, First Steps Managers, Key people and Safeguarding and Attendance Lead meet with parents and children regularly to reinforce expectations, provide support and give positive messages. Through the meetings parents are informed about how better attendance is increasing their child's behaviour for learning and their life choices and identify any other services that the family may benefit from accessing.
- Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to.



## What specialist services and expertise are there?

External support services play an important part in helping First Steps identify, assess and make provision for children. These include:

- St. Martin's and Epsom Sure Start Children's Centres outreach support workers and Family Support workers.
- Advice and support from the school nurse and/or the 0-19 team
- Access to a Language and English as an Additional Language (EAL) specialist teacher
- Regular visits from our Educational Psychologist
- Access to advice and support from our Early Years Advisor
- Specialist advisory teaching services for children with sensory impairment, physical difficulties or from services
- Access to a Traveller Support Service
- Multi-agency meetings (known as the Children and Young Person Planning Forum or CYPPF), with representatives from Children and Family Services, Social Care and Health.

Before the school make any referral to a specialist service we will always gain permission.



## What training are the staff supporting children had or are having?

- All staff undertake training to meet the needs of the children in school.
- It is the role of the School Assistant Head - Inclusion and EY SENCO to support the key person in planning for children with Special Educational Needs.
- The setting has a training plan for all staff to improve the teaching and learning of children, including those with SEN.
- The individual key person attends training courses run by outside agencies and special schools that are relevant to their children.
- We make an annual audit of training needs for all staff taking into account setting priorities and staffs' personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.
- The Special Educational Needs Coordinators of each school within the local area meet together each term to share good practice.
- The EY SENCO also attends specific network meetings for SENCOs working within the EYFS (Early Years Foundation Stage) on a termly basis.



## How will my child be included in activities outside the environment?

- It is the setting's policy to enable every child to participate as fully as possible in all elements of the EYFS. It is our intention that all children attend setting trips with support and risk assessments as appropriate. Where necessary, the setting will meet with parents and carers to discuss individual needs prior to any visit or activity.
- There is extended provision for all children in First Steps from 7.30a.m to 6p.m. Any child can access this.
- There is a holiday club for the vast majority of the school holidays.



## How accessible is the learning environment?

- We ensure that the learning environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have ramped access into the provision.
- Where specially adapted equipment is identified as a need the setting will ensure this is available for use.



## How will the setting prepare my child to join the setting or transfer to a new setting?

- Children entering First Steps will have a home visit and a visit in the child's current setting, prior to them starting. Information will be gathered and any necessary support put in place on their entry into the setting. Additional visits to the setting are encouraged for those children who may find the transition difficult between home and First Steps. **(See First Steps Settling/transition policy.)**
- Meetings will be arranged for those children who are already known to Early Years Services to make the setting aware of their needs to ensure support is in place.
- When children leave First Steps to go to our Nursery, or another setting, meetings are arranged between the settings to speak to the children and the children are invited to visit their new setting for an induction day. SENCo's from each setting will meet to discuss those children with special educational needs and disabilities including those with EHCPs and additional transition work is planned for where necessary to ensure that all children are fully prepared for the next stage of their education.
- When moving from First Steps to our Nursery, or another setting information about your child will be shared with their new key person.



## How are resources allocated and matched to children's special educational needs?

- First Steps receive funding, within the setting's allocated budget for all children including those with Special Educational Needs and Disabilities and their needs are met from this, (including equipment).
- The school can apply for additional funding through an EHCP and Inclusion Support Grants.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.
- The School's Head Teacher decides on the best use of the setting's funding for Special Educational Needs in consultation with the school governors and School Business Manager, on the basis of needs in the setting.
- All resources/training and support are reviewed regularly and changes made as needed.



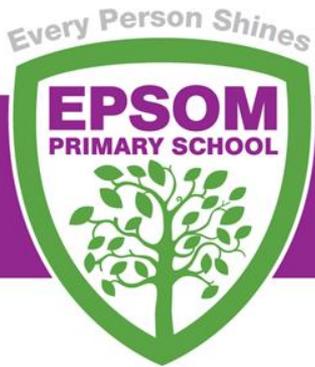
## What type and how much support my child will receive?

- Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the learning environment and make progress. The EY SENCO will work closely with you, and all staff, to discuss relevant interventions, including adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents, staff and governors.



## How are parents involved in the setting? How can I be involved?

- During the home visit parents have the opportunity to meet their child's key person and another member of the team. Parents are invited to attend a stay and play session when their child starts.
- We hold regular stay and play sessions where parents are encouraged to see how children play and learn in the setting. The Assistant Head-Inclusion and EY SENCO holds a termly coffee mornings for parents covering a range of themes.
- We are always appreciative of any parent volunteers to help on setting visits and parent volunteers in the classroom are actively encouraged.
- Parents are encouraged to come into setting to play and learn with the children.
- You may have heard of PTA or PSA at other schools. We are fortunate at our school to have a FFoEPS (Friends and Family of Epsom Primary School) that is, and has been, an integral part of the school community for over 4 years.



## How am I kept informed?

A range of ways will be used to keep you informed, which may include:

- Home/setting communication book
- Individual Support Plans and One Page Profiles
- Letters sent home
- Achievement certificates
- Parents evenings
- Additional meetings as required
- Newsletter
- Text messages
- Reports
- School website
- Parent workshops and coffee mornings



## Who to contact?

- The first point of contact will always be your child's key worker.
- Emma Smith - Headteacher [parents@epsom.surrey.sch.uk](mailto:parents@epsom.surrey.sch.uk)
- Michelle Pollard – Deputy Headteacher [deputy@epsom.surrey.sch.uk](mailto:deputy@epsom.surrey.sch.uk)
- Jo Jarvis – Assistant Headteacher 0-5 provision [jjarvis2@epsom.surrey.sch.uk](mailto:jjarvis2@epsom.surrey.sch.uk)
- Marie Newman – Assistant Headteacher Inclusion and SENCO KS1 and KS2  
[mnewman@epsom.surrey.sch.uk](mailto:mnewman@epsom.surrey.sch.uk)
- Julie Clark – Early Years SENCO [julie.clark@epsom.surrey.sch.uk](mailto:julie.clark@epsom.surrey.sch.uk)
- Fiona Allen - Safeguarding and Attendance Lead [fallen@epsom.surrey.sch.uk](mailto:fallen@epsom.surrey.sch.uk)
- Gaby Attia - Co-ordinator for children who have English as an additional language  
[gattia@epsom.surrey.sch.uk](mailto:gattia@epsom.surrey.sch.uk)
- Mrs Julie Kerbey - Assistant SENCO [jkerbey@epsom.surrey.sch.uk](mailto:jkerbey@epsom.surrey.sch.uk)

**All the above staff can be contacted through the school office on 01372720608**