



# Horsted Keynes Preschool Local Offer for Children with Special Educational Needs and Disabilities.

**Name and contact details of person submitting this offer: Clare Humphreys, Manager  
manager@horstedkeynespreschool.org.uk 01825 791899 (Term time only)**

## Contents

How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?.....	2
How will the preschool staff support my child/young person?.....	2
How will the curriculum be matched to my child's needs?.....	3
How will both you and I know how my child is doing and how will you help me to support my child's learning?.....	4
What support will there be for my child's overall wellbeing?.....	6
What specialist services and expertise are available at or accessed by the school?.....	7
What training are the staff supporting children and young people with SEND had or are having?.....	8
How will my child be included in activities outside the classroom including school trips?.....	8
How accessible is the preschool environment?.....	8
How will you support my child to join the preschool and transfer to a school or the next stage of education and life?.....	9
How are the school's resources allocated and matched to children's special educational needs?..	10
How is the decision made about what type and how much support my child will receive?.....	11
How are parents involved in the school? How can I be involved?.....	11
Who can I contact for further information?.....	12
Disclaimer.....	12
Feedback.....	12

## **How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

When parents contact us to make the first enquiry, we invite them to visit the setting to find out more about it. Once parents have visited and decided they want to send their child to our preschool we give or send an application form. We ask parents to record any medical conditions or any other concerns on the application form so there may be an early indication of any known needs. When children and parents arrive on their first day, after their initial visit, we ask parents to bring with them a completed 'Childs personal record' form, telling us about your child's interests and any information which you would like us to know about your child. We also ask if the child has had a 2-year check done by their Health Visitor and whether any issues were raised. If so, we ask for a copy of the Health Visitor's report. (We have a copier here.) On the first day, your child will be allocated a Key Person who is responsible for making observations and assessing progress towards the early year's goals described in the EYFS. (Early Years Foundation Stage).

It is important that we know the child well and will only base our observations on what we have seen and noted and will always discuss, confidentially, as a team, any views we have to see if other members of the staff team have observed similar patterns of behaviour in learning and development.

We use non-statutory guidelines issued by the Government which help staff assess which developmental stage a child is currently operating within and whether this falls within age appropriate bands. If not, we have lots of experience in child development and education which enables the setting, under the guidance of the SEND coordinator, Susan Hicks, to work closely with families to produce a plan that is aimed at addressing the extra support a child may need in order to make good progress and fulfil their potential.

We have a well-qualified and established staff team who work well together to maintain and develop a supportive and nurturing environment, all committed to providing a high level of care and learning, whilst continuing to develop their own skills and practice within early years education.

If the key person has concerns about your child's learning or development they will in the first place discuss this with you and together, you can decide how best to proceed to meet your child's needs. At this point they may also get support from the settings SENCO (Special Education Needs Coordinator) to document the support they are providing and the progress your child is making in a Setting Support Plan. They may suggest making referral to the Early Years Teaching and Support Service at West Sussex. We feel that we are very approachable, and parents can raise any concerns they may have whenever they feel they would like to. Our staff are knowledgeable and have experience in a variety of special educational needs such as speech and language difficulties and visual impairment. Our policy is to help all children at preschool to achieve their potential. So long as we feel we can meet their needs at preschool, we do not discriminate against children with special needs and aim for all children to be included in activities and play, and for all to feel welcome. If you feel your child may have special educational needs, please let us know at the first opportunity so we can get started in helping your child progress as soon as possible. Early identification is really important.

## **How will the preschool staff support my child/young person?**

If no other support services are working with your child, your child's key person, supported by the setting's SENCO (Susan Hicks) and in partnership with you, will plan a programme of support, called a Setting Support Plan, for your child. The Key Person or SENCO will go through this with you and will value your input too. The plan is unique to your child and identifies the areas of support your child needs. Progress will be monitored to check that the plan is effective. If a specialist support service is working with your child, your child's specialist worker will liaise with their key person and the settings SENCO to ensure that the setting is able to follow the programme of support being suggested for your child. In both cases, the key person will keep you informed about how they are supporting your child, so that you are able to coordinate your support for your child at home and may suggest activities you can do with your child. They will welcome your feedback about how your child is doing and use this to inform the support they provide. All members of the setting will be aware of the support your child needs and will work with your child in the same way that they do with all the children in the setting. If Horsted Keynes Preschool staff feel that we need the advice of outside agencies, we will seek your consent to do so. Your child's key person will assess and monitor your child's progress continuously and keep you informed. All staff at HKPS will support your child with the transition from preschool to school. Where a child has special needs, a meeting may be held at the Primary school your child is to attend. At this meeting will be you, the parent, a representative from the preschool and a representative from the Primary school. The aim of the meeting will be to provide a smooth transition and try to ensure that any support needed by your child is available as soon as possible.

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

All children learn and develop at different rates and every child is unique, with their own particular ways of communicating and preferred learning styles. This information is gathered via an observation, assessment and planning cycle that all staff use. This cycle enables anyone working with young children to understand the current needs and abilities of a child and identify the types of experiences and activities that will extend their learning and support a child in realising their potential. The cycle also takes into account the child's current interests and these are used by staff as starting points to develop motivated active learners who enjoy exploring, discovering and thinking about their own learning.

During the time your child is with us, s/he will have a Learning Journal which records all their achievements by way of written observations and photographic evidence as well as your views and those of your child's!

Our weekly 'focus children' system allows us to plan for 6 individual children each week, so their needs and interests are met. It allows children choices and involvement in their own learning, and parent/carer views about new interests and achievements at home form a part of this

Parents tell us about current interests and achievements and this helps us plan how to achieve a child's next steps, along with our own observations and assessments.

Through the use of Next Steps and Individual Progress Reviews – documents that are written by staff and adapted to include parent/carer views - we are able to establish the strengths of

your child and focus on the next aspects of learning and development your child would benefit from being supported to achieve next. This summary covers all 7 areas of learning and development within the Early Years Foundation Stage and shows clearly whether there are any areas of concern. In discussion with you, at a face-to-face meeting with your child's Key Person, staff explain their observations and determine *how*, together with you, we will address any concerns

We identify particular activities to develop individual children's potential and try to provide these for them. We also adapt activities to make them more accessible to those children who might otherwise be excluded. To do this we might use alternative resources, undertake small group or paired play or request advice from external services.

If we feel that your child needs special input in a particular area of the curriculum we will work in partnership with you to plan and write a setting support plan. We will follow this plan for around 6 weeks and then review it with you, before writing a new plan or deciding that it is no longer required. If we feel that we would benefit from special resources or from a specialist person to help your child to access an area of the curriculum, we will endeavour to get those resources or specialist advice.

For some children opportunities and access to a full early year's curriculum may need a more individualised and considered approach and this is when a SEND Plan is devised. A SEND Plan (sometimes referred to as an Individual Education Plan or an Education and Health Care Plan) identifies a child's strengths both at home and in the setting and suggests very specific targets to work towards. This can be achieved by way of a variety of strategies that the SEND coordinator has decided, together with the Key Person, will help a child make progress in the areas of learning and development that may be at an 'emerging' stage and these strategies are written into the SEND Plan. SEND plans are shared and discussed with parents/carers and regular reviews are made to ensure progress is monitored and the next goals or steps identified to ensure progression continues.

Differentiation is the term given to curriculum planning that takes into account and recognises that children have different interests and needs and will start early years education from a variety of breadth and depth of experiences. Differentiation celebrates what a child can do and identifies how to adapt playful learning opportunities in a way that each child can access, participate fully in and make progress in a supportive caring environment.

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

Children's progress is monitored very closely by way of observation and ongoing assessments, which form part of your child's Next Steps and Individual Progress Review contained within your child's Learning Journal.

This is shared with you once a term when your child is a 'focus' child and provides the opportunity for you to update us with your child's new interests. You are also invited to share your views about what you feel your child is able to do at home and what you would like him/her to have support in to achieve next. This process takes the format of a meeting with

your child's Key Person and as we value partnership working very highly, your insights are invaluable to us.

We operate an open-door policy and regularly feedback to parents on their child's progress. We do this once a term at parent consultations and also informally from day to day and when requested by parents. You can have quick, informal chats at drop-off and collection times and if you need a longer meeting, this can be arranged to suit everybody. You are also able to make an appointment to see the SEND coordinator. If particular issues or concerns have been identified, the SEND coordinator will make some additional observations of your child at play before talking with you and the Key Person.

Parents have access to their child's Learning Journey (a journal of photos, observations, assessments and next step planning on your child) at any time. We complete Summative Assessments 3 times a year, assessing at what stage the child is in achieving Early Learning Goals as set out in the guidance document called Development Matters, a copy of which is in the basket in our foyer. These summative assessments are in the back of your child's learning journey which is your property but which we keep at preschool until your child leaves. When children come to us at the age of 2, we will carry out a '2-year Progress Check' which will identify any areas where your child's development needs some extra input, and you will read and sign this Progress Check and discuss with your child's key person or the setting's SENDCO, a plan of action to help them progress. At any age, we may discuss with parents the implementation of a Setting Support Plan specific to your child to meet their needs, aiming to drive forward their development in line with typical development for a child of that age. We encourage parents to take an active role in their child's learning, asking you about your child's progress at home and working in partnership with you so that your child progresses. Parents help us plan activities for their child by filling in an 'All about me' Form on which you tell us your child's current interests, favourite books, toys etc. From this form we plan activities for your child, particularly when it is their turn to be a 'focus child' for the week. The manager regularly sends out emails telling parents what our topic is for the month, together with a detailed plan, and any special events that are due to take place.

Occasionally we will need to seek further advice or support from other agencies and will do so only with your permission. Rather than viewing this in a negative way, the involvement of other professionals is usually a very positive experience and as research highlights, early intervention and support really does have an impact on bettering children's outcomes, and helping children make good progress.

Every week you will also receive via email, (paper copies available on request) a newsletter detailing some of the things we will be looking at in Preschool. There are also suggestions for activities to try at home and lots of challenges that support playful learning at home on offer. These are designed to supplement and enrich the learning opportunities available during the week at Preschool but are not compulsory!

In addition to the weekly newsletter we have a range of resources that help you as parents/carers to support your child's learning at home and include book choices for story time and puppets.

## **What support will there be for my child's overall wellbeing?**

We pride ourselves on providing a very personalised, individual and caring Key Person approach which enables us to get to know children, their needs, interests, strengths and dislikes. Spending time on a one-to-one basis and in small groups with children helps us to develop warm, trusting relationships that nurture the whole child and allow each one to grow into independent and motivated learners. Having a safe, reliable and familiar adult to go to when coming into Preschool can help ease that transition from home into a wider community group, making the child feel safe, happy and confident to learn and explore

All staff are observing and monitoring the children all the time. We aim for all the children in our care to be happy and involved. The child's key person, in particular, forms a special relationship with the child and parent. If a child seemed unhappy during or after the settling in period, we would consult with the parents and together plan how best to support the child. As well as a key person each child has a backup key person as all staff are part-time working between 2 and 4 days a week. Information about all children is shared in team meetings and roles are shared e.g. story time, rolling snack so that all staff get to know all children. When the child first joins us, we ask the parents to record exactly the child's medical needs. If the child is under the care of a consultant, we ask you for a copy of the latest report. We keep a record of all children who, for example, need inhalers and how the medicine is to be administered. The staff member giving the medicine signs to say at what time it was given and a witness signs to confirm this. When the parent comes to collect the child, the parent signs that they have been advised about the administration of the medicine. We have facilities for changing nappies and spare clothes for occasions when they are needed. All staff are checked for criminal records before they are allowed to be alone with children and all staff undertake safeguarding training.

We believe in celebrating positive behaviour, supporting children to develop their personal, social and emotional learning in a way that is safe, meaningful and leads to personal independence and resilience. Where behaviour is more challenging and possibly inappropriate we will work in partnership with you to develop strategies that support your child at home and in Preschool to understand behaviour boundaries and be motivated to adopt behaviour attitudes that generate considerate and positive social interactions with peers and adults.

Two members of staff have also undertaken external training courses delivered by West Sussex's Early Childhood Services with regard to supporting children's behaviour.

We have a policy for managing behaviour and aim to praise for good behaviour as a strategy to improve behaviour. We also encourage children to make good choices about how they behave. If this fails to work, if appropriate, we apply a three-step procedure, the first with 'a look' warning, then a verbal warning and finally a minute cool down, followed by a discussion with the child about why they had to have cool down and how to avoid it in the future. If a child moves from cool down before the minute is up, we will ask to talk to the parent at the end of the day. If behaviour is an issue for a child, we will try to agree a plan with parents and may seek the advice of an Early Years Specialist who will come to observe the child in the setting and suggest a plan of action. We ask the children what they like or don't like about the preschool and we take seriously suggestions from them and from parents for improvements. For children who find talking difficult we use pictures for example so that they can choose which toys they would like to have out or which songs they would like to sing. Parents also

regularly fill in a form, telling us their child's current interests, news, favourite books, songs and nursery rhymes. This enables us to plan activities that interest and challenge your child.

Clare has undertaken 'Solihull' training and uses this approach with families within the setting. Learning about and adopting this approach can help both children and their families in understanding behaviour and developing ways to promote positive and purposeful ways of dealing with a wide range of challenging situations. Clare can refer families to a specialised 10-week programme and if you are interested in learning more about The Solihull Approach in general, please visit the parent section of their website <http://solihullapproachparenting.com>

We like to include the views of the children, as well as yours, in our provision and look to create times when children can be active in voicing their thoughts and feelings, likes and dislikes. We do this by way of small group work, one-to-one times when sharing Learning Journals, and fun interactive ways that record the children's thoughts, that do not necessarily require a lot of talking. For example, children are encouraged to take photos, chose resources and reflect verbally and through drawing on best and worst areas to be or play in.

Our detailed **Policies and Procedures** section has very in-depth information on '**administering medicines**', '**reporting of accidents/incidents**', '**behaviour management**' and the '**role of the Key Person**', all of which support the pastoral care of your child. However, should you find that your question remains unanswered by the information here, please do **contact us**.

#### **What specialist services and expertise are available at or accessed by the school?**

All the staff at preschool are parents themselves so we bring a range of personal experiences. We have a trained SENCO (Special Educational Needs Coordinator) who regularly attends training to update her knowledge. The Manager is a qualified Nursery Nurse and regularly attends training. Staff regularly attend child development training and have many years of experience in working with children within the Early Years range. Where we feel we need advice or specialist knowledge from others we, or the parents, might contact the Early Years Team at West Sussex Council, the health visitor, the local family centre, a speech and language therapist, a physiotherapist, a social worker, or an occupational therapist for example.

We are NOT a specialist Preschool but over the years we have developed strong working relationships with:

- Early Years Advisory Teachers from West Sussex's FIRST team
- Speech and Language therapists
- Children & Family Centre

We make every effort to establish a partnership way of working with ALL parents/carers which enables us, with permission, to seek further expert advice and support from a range of professional agencies working within Early years. This forms a multi-agency, coordinated and consistent approach with the welfare of your child at the very centre.

## **What training are the staff supporting children and young people with SEND had or are having?**

Our SENCO and manager complete regular SENCO training provided by West Sussex Early Childhood Service. We also attend local network meetings and Inclusion support groups where we can discuss any issues we may have and keep our knowledge and understanding up to date with the most recent research, legislation and examples of effective practice and are facilitated by Early Years Advisory Teachers for inclusion. The information from the training, network meetings and support groups is cascaded to all staff through staff meetings.

As a setting, continuing professional development is very important. All staff attend training on a regular basis and we have a sound structure in place for delivering key aspects of training that one member of staff has attended, to all staff.

The SENCO and the Manager would also like to do some Makaton training to help children with speech and language delay. Our policy is to be inclusive. If we had a specific need for training, in order to care for a child, we would endeavour to seek such training for at least one member of staff.

With regards to Social and Emotional aspects of development Clare and Sue have attended training entitled:

- ‘Promoting Positive Behaviour’ and
- Clare has run in-house training on this topic for the whole staff team.

Clare has also attended training on The Solihull Approach in the Early Years <http://www.solihullapproachparenting.com>

## **How will my child be included in activities outside the classroom including school trips?**

When we plan activities outside preschool we always consider how to make them inclusive and accessible to all. Arrangements are made to ensure all children are included. This may involve parents and carers or extra equipment. All trips and activities outside preschool are fully risk assessed and in cases of SEN we will always liaise with parents/carers and any other specialist agencies/professionals to coordinate a plan that is agreed by all parties as safe and inclusive. One-to-one support is available for children with SEND and the family's views will be sought before an outing is finalised as to how the care of the child will be managed whilst ensuring barriers to participation are minimised. This approach is designed to promote an active and enjoyable experience for ALL children. Parents/carers can also accompany the Preschool on trips outside of the setting and are warmly invited to do so.

## **How accessible is the preschool environment?**

All children learn in different ways, sometimes preferring one way over another, or sometimes using a combination of visual, auditory and kinaesthetic learning. We use a combination of all 3 learning styles to enable all children to access the curriculum in a way that is meaningful and understood by them. In order to achieve this, we utilise a range of ‘whole class’ and individual visual timetables, pictorial and photographic cards to provide visual clues and stimulation,



together with lots of opportunities to learn through touch and other senses (often referred to as sensory play).

Although HKPS is accessible by public transport. The children and families generally walk to school or arrive by car. Parking is usually possible outside the building or out on the road. Otherwise you can park in the Crown Pub car park and walk. Our building is not a purpose built preschool but is a Village Hall which is used by many local groups each evening, such as the Brownies and exercises classes. It is possible to access the building in a wheelchair, through the garden gate. At the door entrances there is one step at the side fire exit door and there are no steps at the front 'door'. We are on the ground floor and everything is on one level. The toilets aren't equipped for disabled changing or toileting. However, we do have a disabled toilet which is equipped with a disabled toilet and changing facilities. The toilets are adult height and the children use a step to get on to and off the toilet and also for washing their hands. There is no hearing loop in the building. We would use visual prompts members of staff would complete initial Makaton training. Where English is a second language, every effort will be made to secure written material in your own language or find out if West Sussex Council can provide a translator for initial communication. Where a child has a parent from another culture, we would try to enrich our curriculum with art or festivals from that culture and ask the parent if they would be willing to come in and tell the children something about their culture. If special equipment is needed for your child, we would try to get this for them, either by asking an occupational therapist working with your child or trying to get funding from an inclusion grant through West Sussex Council to buy the equipment. Panel meetings for these discretionary grants are held once a month. We would also ask you for your advice on this.

### **How will you support my child to join the preschool and transfer to a school or the next stage of education and life?**

Before deciding if HKPS is right for your child, we will invite you to come and visit us to see the preschool in action. The Manager or Deputy, who is also the SENCO, will discuss your child's needs and answer any questions you may have about the service we provide. We would also recommend that you and your child come for a trial session and spend some time playing and getting to know our preschool. Your child will meet their key person and we will ensure that your child starts at preschool on a day when their key person is at work. We will need to see and copy any relevant documentation you have about your child, such as previous IEPs (Individual Education Plans), complete with outcomes, paediatric reports or Statements of Educational Needs, for example. It may be helpful to meet with healthcare professionals to help with your child's transition to preschool. A risk assessment may be carried out to identify support required. In the weeks before your child joins we will send you a 'Starter pack' on which we ask you to tell us in writing about your child's current interests, likes and dislikes, and ways to help your child settle if they were to become upset. We ask you to bring this with you completed, on your child's first day.

Our well-established settling in programme enables children to visit the setting with you. You both get to meet all the team and have lots of opportunities to play indoors and outside in a very gentle introduction designed to be a positive first experience. Meeting other staff as well as your child's Key Person is an invaluable opportunity for both of you. We operate a 'Keyperson backup' system so that if your child's Key Person is absent from the setting because of training or illness, you will both still have a familiar point of contact. The 'backup'

will work closely with your child's Key Person, wherever possible to provide continuity of care. You will be given a date and time to come in for the Induction sessions from our administrator, as well as an actual starting date.

If your child is already at another setting or moving to a new setting we liaise with the other nursery or Preschool, sharing information that will enable your child to settle as quickly as possible. The sharing of information allows staff to feel that they know enough about your child to begin to form a trusting relationship. We positively welcome visits between settings where possible and in the past, we have found this to be very beneficial for children.

We liaise with parents as to the best way to help your child settle. Some parents like to stay with their child for just 3 minutes while occasionally a child has had their parent come in every day for the first 3 weeks. We are guided by your judgement in this but will give you advice if you would like it. We continually monitor your child's well-being and level of involvement and let you know how they are doing. From May onwards, in particular, we talk with the older children about primary school in a positive way and practice things that the children will do in Primary school, such as getting changed for outside play, putting shoes on and off. From Day 1 in preschool we encourage independence in their self-care and for example, in pouring their own drink from a jug and cutting their own fruit. We follow the Letters and Sounds Phase 1 curriculum, which helps early literacy skills so that the children are ready to start to learn to read when they go to school. We also encourage numeracy in our play, and recognition of numerals. On Mondays, Tuesdays and Wednesdays the children practise having and dealing with their own lunch boxes. We invite the Reception teacher of St Giles Primary school to come to us and she comes to meet all the children and reads them a story. The children are also invited there for an afternoon in the second half of the summer term, so that they familiarise themselves. Most of the children from the preschool go on to St Giles Primary School for those who are going to elsewhere, a member of staff where possible would meet the child/ren from preschool at the school and spent time with them in the school, helping them feel comfortable. The information we provide to the school depends on which school the child is going to attend and what the school prefers to have. For those going to St Giles School, we provide the Child's learning journal. St Giles like to continue with the Learning Journey we have kept on the children, showing with photographs and observations, how your child has developed since they started with us. This Learning Journey is the property of the parent and once the child has finished at preschool it is handed to you.

For some children, transition is aided by multi-disciplinary meetings at the school in the summer term, to prepare for a child. At these meetings, all those involved with the child attend and contribute to the meeting, such as the key person, the new teacher, the parent, the SENCo of the school, the preschool SENCo and any other relevant person who might help achieve a smooth transition for the child.

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

We will deploy staff in the best way to meet the needs of the children in the preschool. If your child needs one to one support, we will apply to West Sussex Council for funding. We will need your input to help us complete the application, with, for example, contact names and addresses of all professionals involved with your child's care, plus copies of recent reports they

have made on your child. If our application for this discretionary grant is successful, the funding will be used to meet additional staffing costs. Even if the maximum funding is granted, it is insufficient to provide full 1:1 support, so we would need to discuss with you how best to support your child, especially if only part funding is agreed. On the inclusion bursary application form we would also apply for funding for necessary equipment.

If a child has SEND or a disability known about prior to attending the setting, then every effort will be made, and advice sought as to what resources and equipment will be needed to ensure full access to the curriculum.

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

Decisions about what type of and how much support individual children will receive are made by the SEND coordinator, Susan Hicks, in conjunction with other Early Years professionals and discussions within the staff team, particularly the child's Key Person. You are essential to this process as you are the expert on your child. You will be very much involved in discussions about the type and how much support your child will receive.

Observations and assessments form the initial basis for decisions about the level of support. This can be done within the setting, using knowledge and experience of the SEND coordinator and the staff team, and sometimes with additional advice and information from a range of other early years professionals, such as Health Visitors, Family Outreach Workers, Early Support staff, Portage, paediatricians, Speech and Language therapists and Early Years Advisory Teachers from West Sussex's FIRST team (specialists in inclusive education).

Whether other agencies are working in conjunction with the Preschool or not, you will always be included in the decision-making process. Areas of strength and areas of concern will be discussed with you and your views will be sought and recorded. Referrals to other agencies for additional support can only be made with your permission.

Taking into account our own observations and assessments, plus those of any specialist services and your own thoughts, we will write an SSP (Setting Support Plan). This plan is sometimes referred to as an Individual Education Plan (or an Education and Health Care Plan if a child's needs are deemed to be 'complex'). The plan will detail areas of strength as well as areas of concern and what strategies are going to be used in order to support your child's learning and development. You will read and sign this plan. The SSP will normally be reviewed after six weeks to determine if any adjustments need to be made. At any point along the process, if you have any concerns, we encourage you to raise them with your child's key person, the SENCo or the Manager.

### **How are parents involved in the school? How can I be involved?**

As our preschool was started by parents in the community for their own children, we are still very much dependent on parents to help run the preschool. All our committee members are either parents or past parents and we could not function without them. If you would like to apply to join the committee and be involved in decision making, please talk to the Manager or Deputy, or one of the current committee members. We are a very open and welcoming preschool and we actively encourage parental involvement. You can come in at any time to join us for either a part of or the whole of a session. This allows you to see what type of playful

learning opportunities we provide for the children, giving you the chance to be a part of this and see staff and children 'in action'! Alternatively, you may have a job, skill, hobby or talent that you could share with the children as a visiting expert! These visits tend to be such fun for all involved as well as informative, and the children greatly benefit from having a 'new' face around for a session. We can often learn lots of things that neither the children nor any of the staff team have any knowledge or experience of!

We also have a group of fundraisers which you can join. We run a number of fund-raising events through the year and this is a great way of meeting other parents. We rely on you to tell us about your child's interests and achievements. This helps us to plan activities to stretch and interest your child.

We regularly send out questionnaires, the aim of which is to seek current views of all parents/carers. We read and analyse the responses to monitor the effectiveness of our provision and to make any changes that you have helped to identify.

Of course, you don't have to fill out a piece of paper to have your views listened to! Any member of staff will be happy to listen to your comments and will refer any comments on, with your permission, should it be felt that further action is required. Parent/carer views give us a new and invaluable perspective on the service we are offering and so by letting us know how you feel, we are able to keep things fresh, exciting and specifically tailor made to your children!

### **Who can I contact for further information?**

If you are interested in looking around Horsted Keynes Preschool with a view to your child joining us please contact our Administrator, Samantha Elwell telephone 01825 791983 or email [admin@Horstedkeynespreschool.org.uk](mailto:admin@Horstedkeynespreschool.org.uk). You can also visit our website [www.horstedkeynespreschool.org.uk](http://www.horstedkeynespreschool.org.uk).

We operate an open-door policy and warmly welcome interest from families in our community. We will arrange a date and time that is convenient to you and Clare our Manager, or Sue, our Deputy Manager, will be happy to show you around and answer any questions you may have. We have a prospectus and registration form that you can request a paper copy of or view on our website.

Our SENDCO is Susan Hicks. She can be contacted by telephone during term time on 01825 791899 between 9am and 2:45pm (Mon, Tue, Thurs) 9am and 12:30pm (Wed, Fri) or leave a message. Sue can be contacted by email at [Deputy@horstedkeynespreschool.org.uk](mailto:Deputy@horstedkeynespreschool.org.uk). The SENDCO or Manager will be able to offer advice and/or signpost parents to other professionals who may be able to help, such as the health visitor, the local children's centre or a Speech and Language therapist.

### **Disclaimer**

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

Date of publication: 26<sup>th</sup> September 2018

### **Feedback**

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please

email [localoffer@Westsussex.gov.uk](mailto:localoffer@Westsussex.gov.uk) Find out more about support for children and young people with special needs and disabilities [www.Westsussex.gov.uk/localoffer](http://www.Westsussex.gov.uk/localoffer)