

How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

- Admissions form will communicate any dietary needs, medical needs or any early outside agency involvement.
- Information from previous settings will be shared.
- Initial assessment is carried out by staff within the first two weeks in September and following admission of a child during the school year.
- Assessment is on-going throughout the academic year.

How will I raise concerns if I need to?

- Share concerns/information with the class teacher as early as possible. At Sherborne House School we offer an open door policy for communication with class teachers and the SENCo. We welcome parents to discuss their concerns with us as communication is key to help us support each child as fully as possible.
- Talk to your GP and/or health visitor for advice.

How will early years staff support my child?

- Lessons are differentiated to address differing and individual learning styles and needs.
- Dependent on the child's needs, additional group phonic and fine motor skills development lessons can be arranged.
- Additional phonetic reading schemes can be offered.
- Liaison with the Special Educational Needs Coordinator (SENCo).
- Liaison with outside agencies and implementation of programmes as necessary.
- Implementation of Individual Education Plans (I.E.Ps) where individual termly or half-termly targets are set and reviewed.
- Individual dietary and medical requirements are managed and monitored.

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

- On-going teacher assessments and observations advise the stages of development matters.
- The curriculum is differentiated through the tasks and activities set.
- Staff awareness of special educational needs and gifted and talented to deliver curriculum according to individual needs.
- Opportunities for reinforcement is provided as required.

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

- Our open door policy will enable discussion between teacher and parents.
- Parents' evenings.
- Home-school diaries.
- Reports.
- Teachers carry out on-going assessments and observations to monitor progress.
- Targets are set for individual pupils.
- Parent workshops are delivered by staff to provide information for how to

<p>support learning at home.</p> <ul style="list-style-type: none">• Advice can be provided by teachers and by the SENCo on an individual basis as required.
<p>What support will there be for my child's overall well-being?</p> <ul style="list-style-type: none">• The overall well-being of each individual child is at the for-front of our teaching and learning.• At Sherborne House School we have strong foundation for pastoral and moral education for children's emotional development. Staff get to know children individually and aim to promote good peer relationships, confidence and self-esteem.• Personal, social and health education is a firm aspect of the curriculum that we deliver.• Support from the SENCo and Emotional Literacy Support Co-ordinator can be offered as considered necessary.• Liaison with outside agencies for individuals as required.
<p>What specialist services and expertise are available at or accessed by the early years setting?</p> <ul style="list-style-type: none">• Area Inclusion Officers for Hampshire• Speech and Language Therapists
<p>How will my child be included in activities outside the early years setting including trips?</p> <ul style="list-style-type: none">• Risk assessments are always completed.• Adult support is provided as required.• Parents/carers are invited to assist.
<p>How accessible is the early years setting environment? (Indoors and outdoors)</p> <ul style="list-style-type: none">• Ground floor rooms.• Ramps and grab rails on entry and exit to the building.• Low level tables, chairs, toilets and sinks.• Step-up stools are available for toilets.• Level ground for outside play areas.
<p>How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?</p> <ul style="list-style-type: none">• Four transition mornings are arranged.• One transition day is arranged from Preschool to Reception.• Taster sessions in Preschool are managed according to individual requirements.• All documentation is transferred to receiving schools.• Meetings between setting staff and/or SENCo are arranged as required for individuals.
<p>How are the early years setting's resources allocated and matched to children's special educational needs?</p>

- **Resources are purchased to provide opportunities for visual, motor and sensory development needs.**
- **Additional resources are purchased for children with English as an additional language as required by individuals.**
- **Where individuals may have food phobias, resources are allocated accordingly.**
- **Outside agency advice for individual requirements are adhered to.**

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

- **Discussions with parents/carers for information outside of the setting.**
- **Teacher assessments and observations.**
- **Liaison with SENCo.**
- **Liaison with outside agencies if required.**
- **Support allocated according to the level of needs of all individual children.**

How are parents involved in the early years setting? How can I be involved?

- **Story times.**
- **School trips.**
- **Special celebrations.**
- **Volunteering.**

Who can I contact for further information?

- **Your child's class teacher.**
- **Mrs Lucy Pringle (Sherborne House Early Years SENCo)**
- **Mrs Jacqui Carter (Sherborne House School SENCo).**