



Local offer



This leaflet aims to support families of children with Special Educational Needs and/or Disabilities (SEND) in understanding the provision we make available and how to access it

Little Crickets Pre-School Vision

To provide an inclusive, enriching and stimulating environment; meeting the needs of our unique children and their families, offering a diverse range of play-based experiences, and supporting the child to become an effective and motivated learner

How will we support children if they need extra help and how can we help you if you have a child with special education needs and/or disabilities?

The EYFS framework establishes minimum expectations in relation to the quality of provision, to which every individual child is entitled. Our Key person system enables the practitioner to become familiar with each child's individual needs. We use observational assessments and hold regular meetings with the setting's Special Educational Needs Coordinator (SENCO) and Pre-school Manager to ensure tailored planning and provision is put in place. Summative assessment ensures children's development journeys are tracked to allow early intervention to be put in place where necessary. These observations will be discussed with the setting's Manager and SENCO.

Little Crickets Preschool has a fully qualified practitioner who keeps up to date with all special education needs training and will offer advice and support to the child's key person and parents where required. The Little Crickets SENCO will liaise with other professionals to seek advice and support in identifying needs if necessary. Support and advice from the area's SENCO and Early Years Advisory Teacher can be sought with parent's permission.

How will Little Crickets practitioners support my child?

We build up positive partnerships with parents ensuring children's strengths are celebrated and built upon. Our key person system develops a close, caring, professional relationship with parents/carers and the child to support entry into and journey through the setting.

Through regular observations and assessments we will identify children's individual needs. An Individual Learning and Provision Plan (ILPP) is put together to help identify children's individual needs and helps to support and plan the next steps required for the child to develop further. Plans are reviewed on a termly basis unless there is a need to meet earlier.

Our SENCO supports the key person to ensure the observations and assessments contribute to the ILPPs in

liaison with parents and other professionals involved in the child's care.

What support will there be for my child's physical and emotional wellbeing?

It is our priority at Little Crickets to ensure the prime areas of the Early Years Foundation Stage are fully embedded within our preschool environment. Children's personal, social and emotional development is paramount during their time with us. We work with parents and other agencies to enable us to gain a better understanding of your child and to help them feel safe and secure. Our key person system allows us to follow the interest of the child to meet their needs and requirements whilst maintaining a flexible preschool environment.

How will I know how well my child is doing?

Preschool practitioners have daily contact with their key families and have communication books to share relevant information on a daily basis. 'On Track' Assessment systems are in place for all children such as the two year old checks, on-going observational assessment and summative assessments. These are all linked into the Early Years Outcomes and stages of development.

Your child will have a Learning Journey completed by their key person which is sent home to share with parents. We hold termly parent consultation meetings to discuss the learning journeys and to share your child's next steps to plan for learning opportunities.

Regular ILPP meetings, Educational Health Care Plans (EHCP) reviews are held.

Regular newsletters are sent to the parents via email or paper copies are available if required; where necessary copies are provided in the parent's language or in Braille if required.

How will Little Crickets prepare and support my child to join the setting?

A home visit is offered to families prior to the start date for the child and the family to become familiar with the

key person. This is an ideal opportunity for parents to share their child's needs and discuss other professional's involvement. An agreement will be made with parents to have a consistent approach to ensure continuity of care from home to the setting. During the home visit we share 'chatterboxes' with the child about their key person. An empty chatterbox is left for the child to share their special things at Pre-school and to help them build up a relationship with their key person.

We will meet with any other professionals known to your child to put in place a transition plan and a health care plan if required.

Little Crickets will facilitate staff training where necessary before the child attends and throughout the child's time with us.

All relevant information is shared across the setting where necessary, to ensure appropriate plans are put in place to consistently support the individual child.

Families are invited into the setting leading up to the child's start date, supporting the child to settle and to discuss any adaptations that may be required within the setting.

How will Little Crickets prepare and support my child to liaise with other settings and transition to school?

We hold review meetings at parents' convenience, to plan transition for the child with sufficient time for the receiving settings/school to make necessary plans for an effective transition. All other agencies involved are invited to attend or contribute to plans put in place for the individual child.

Other settings are invited to attend/contribute to all ILLP review meetings. Documentation is passed on to the other setting. We will share successful strategies and less effective strategies with the receiving setting/school in partnership with parents. We have a number of supporting documents for parents to prepare for the transition period and we can provide these if required. Further support is sought if needed from the local children centres.

Children are supported to attend the other setting/school if staffing ratios and/or inclusion funding allow for this to happen. Photographs are taken of the new setting/school to share at home and for discussions to be made to support the child during this time. Our role play area is set up as a school including a variety of resources such as school uniform, book bags and photographs of the class teachers and school entrances.

Who can I contact for further information?

Your child's key person is your first point of call within the setting. Our named SENCO, Mandie Tissiman supports the early intervention of additional needs. Mandie attends termly SENCO network meetings to keep up to date with any information in regards to funding, training, policies and procedures.

At Little Crickets we value the importance of other professionals in the care of your child. The settings manager, SENCO or key person would signpost families to the relevant agencies. Early Support can be accessed through children centres services such as parent support advisors and health visitors and Child Development Centres.

We have liaised with the following:

- Outreach support from Access and Inclusion (A & I) Services, Portage, Early Advisory Teachers, Educational Psychologists, Autism Spectrum Condition Outreach Services (ASCOS), Sensory/physical/medical services, Speech and Language Therapy (SALT).

What are the responsibilities of your committee in enabling and supporting inclusive practice?

Our preschool committee holds overall responsibility for the preschool and liaise closely with the preschool leader to ensure policies are in place and up to date, and to ensure that staff are able to attend all relevant training. At Little Crickets we promote an open door policy to ensure that we are welcoming and respectful for everyone who wishes to attend preschool.

How will my child be included in experiences away from the setting?

We will always look at ways to include every child in all experiences within preschool. We will look at working with parents to put an appropriate plan in place to help support your child and carry out an individual risk assessment to ensure your child's safety at all times.

How accessible is the setting environment?

We have a two floor building, the downstairs area is wheelchair accessible and we have a mobile ramp to ensure that we can have access to all the outdoor space. Toilets and changing facilities are available on both floors.

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

We have a variety of resources in preschool. We have a resources allowance per term which is used to purchase any resources that will meet the needs of all our children. If we feel it is necessary to do so we can apply to North Yorkshire to help support the individual needs for a specific child.

How are children who speak English as an additional language (EAL) supported?

We aim to support children who speak EAL. We will work with parents to support your child's home language and we will contact the local authority for help to seek translation services if required.

If you require any further information please do not hesitate to contact us.

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