

Early Years Local Offer

Loreto Preparatory School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with Special Educational Needs or who are Disabled (SEND). All early education providers in Trafford are expected to identify and support children with special educational needs to make the best possible progress.

The questions on this template were developed with parents. To go straight to a particular question, use the links below:

Questions

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Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: www.facebook.com/traffordfis

1. How will the setting help my child settle in?

- You are encouraged to bring your child with you on your initial visit to the school.
- She will be invited to attend a taster session towards the end of the summer term, or at another convenient date if she is starting with us mid-year.
- If she is joining the EYFS, she will be assigned a 'key person' who will be a member of the EYFS staff. The key person will ensure that she is made to feel welcome within the cohort and becomes comfortable with school routines.
- EYFS parents are welcome in the classroom from 8.30 to settle their children and to talk to the staff. The staff are also happy to talk to parents at the end of the school day.

2. Who can I contact for further information?

- In the first instance, parents should contact the school office for an appointment to see the head teacher with a view to starting at the school.
- Once your child has started with us, if you have something you wish to discuss or you have concerns, you should speak to your child's key person (if in the EYFS) or make an appointment through the school office to speak to her class teacher or the head teacher.
- As well as her class teacher, your child will be supported by teaching assistants.
- The SEN Co-ordinator (known as the SENCO) is Mrs Helen Thompson. She is also the EYFS and Key Stage 1 Co-ordinator and may be contacted through the school office.

3. How does the setting know if children need extra help?

- In the EYFS this is done by gathering information from parents, pre-school settings and other agencies, which may have been involved with the child – medical workers, social workers etc.
- Systematic observation and record keeping are undertaken in order to provide information, to confirm parental concerns and to plan appropriate support.
- Teachers of all age groups make continuous assessments of each child's needs, and any concerns about a child are noted. This includes observations of regular class work and information gained from specific assessments carried out throughout the school.
- Parents and children are consulted at an early stage in the information gathering process and this forms a vital part of building a complete picture of the child's progress.

4. How will the setting support my child?

- When staff have observed a child and there is a concern about her progress, the class teacher will discuss this with the SENCO and complete an SEN Concerns form.
- When assessments have been made, and needs identified, the staff, SENCO, child and parents will work together to set appropriate targets/curriculum for the child. The class teacher will organise and prepare a Play Plan or IPP (Individual Pupil Plan) as appropriate, working on identified special needs.
- If necessary, the services of an Education Psychologist will be employed in order to carry out numeracy, literacy or developmental tests or a combination of these.
- The IPP will normally consist of extra input by a trained adult in order to bring the child up to the required standard. Monitoring of these targets is ongoing and new targets are set as required when existing targets are met.
- Your child's class teacher will explain the nature, content and frequency of the support provided.
- The school aims to give all pupils a stimulating, rounded, Catholic education giving each one access to all areas of the curriculum. We provide TA support and differentiated learning

programmes and activities to cater for all individual needs.

5. How will I be involved in my child's learning?

- Conversations with parents and carers are invaluable in gathering information.
- Parents and carers are involved in writing Play Plans and Individual Pupil Plans, which include support to be provided at home by the parents or carers.
- There is a meeting with parents at least three times a year. The views of the pupil are included in these discussions. This can be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Parents and carers may speak to the class teacher and/or SENCO at other times if they wish.

6. How will the setting support my child at times of change, such as moving to a new setting or starting school?

- The class teacher and SENCO will carry on a dialogue with your child prior to transition and answer any questions or reassure her if there are concerns.
- When pupils with SEND support transfer to their next school, information will be shared as appropriate in consultation with the child and parents in order to ensure continuity of support.
- The class teacher and/or SENCO will be available to speak to staff in the new setting.

7. What support will there be for my child's overall wellbeing?

- Loreto Preparatory School provides well-rounded Catholic education with an emphasis on supporting the children in being their best selves.
- We have a welcoming, positive and supportive ethos.
- All members of staff, whether teaching or non-teaching, are wholeheartedly committed to the emotional and social well-being of the children. Information and observation are shared in a sensitive and discrete manner with the class teacher, the head of department, the head teacher or the SENCO as appropriate.
- We have policies for behaviour, intimate care and the administration of medicines.

8. What specialist services and expertise are available at or accessed by the setting? What training have the staff supporting children with SEND had?

- We have links with Trafford Early Years Play and Childcare Team. We have formal links with the LEA.
- We also have regular contact with:
 - Educational Psychologist
 - Special Needs Team
 - Health and Social Services
 - Speech therapist
 - Epilepsy nurse
 - Diabetes Nurse
 - Early Years Development and Childcare Partnership
 - Parents' support groups for specific conditions (often voluntary)
 - Other pre-school settings
 - Parent Partnership Service (Trafford)
- Staff receive training in handling, administering epi-pens and overseeing the administration of asthma and diabetes medication. They have also had training in supporting children with

dyslexia.

9. How will my child be included in activities outside the room including physical activities and visits?

- Lessons such as P.E. and music are planned to take account of specific needs.
- Resources are available to suit all levels of learning.
- The learning environment is flexible.
- Curriculum visits are planned to take account of specific needs.

10. How accessible is the setting environment?

- All areas and equipment are generally accessible to everyone.
- There is a disabled toilet.
- The school is on two storeys. There is no lift.
- Full details are available in our SENDA (Special Educational Needs and Disability Accessibility Plan).