

The Old School House S.E.N.D. (Special Educational Needs and Disability) Offer to children and families:

Offer made: July 2018

Review: July 2019

Mission statement -

"Using the unique Montessori Approach to Learning and Development, all children who attend TOSH will be encouraged, supported and enabled towards their own individual potential by a fully qualified, committed and passionate team of Early Learning Professionals. We are 100% committed to your child's happiness, progress and wellbeing - if we become concerned about your child, we will talk with you - if you have concerns - talk to us too! So together we help them conquer their world"

All children are welcome at T.O.S.H. regardless of any individual need.

If a parent or carer requests a place for a child with an already identified Special Educational Need or Disability, T.O.S.H. staff and management, will work with the parents / carers and other relevant professionals to ensure that the individual needs of the child are met during the time they spend here at T.O.S.H.

It is law that during the time that children spend at T.O.S.H. staff and management will follow procedures to monitor, and keep records of children's development and progress. (Code of Practice 5.50) and will share and exchange information about your child's development and progress with you.

"Progress Matters" and the "Early Years Foundation Stage Documents" will be used, together with our professional knowledge and the Montessori Ethos of the setting, to measure and plan progress.

If your child has a regular need, which is individual and requires specific care / provision / treatment, you will be asked to complete an **"Individual Care Plan"** - this document will be stored confidentially, but will be available to all TOSH team members

and will be used to make sure we take proper and individualised care of your child as directed on their care plan. - Please see attached example of this form.

If at any time during your child's attendance here at TOSH, **we (We - meaning parents / carers /TOSH team)** become concerned about any area of their development, **we** will talk to each other about our concerns and decide together how **we** could best support any particular area of learning/development. Concerns may be related to any aspect of a child's health, development or learning.

We will record our discussions on an "**Individual Support Record**" and use this to prompt us to review progress. See attached example.

To help us plan activities to support development and learning **we** will use a "**Targeted Support Plan**" - See example attached.

This form/process, will help us to assess the needs of the child, plan supporting activities / strategies and plan where, when and how these will be used.

The planned review date will prompt **us** to talk about what the child can do now and to discuss what progress has been made.

If **we** want to continue to provide more additional support / strategies to further support learning and development we might repeat this process.

If **we** continue to have concerns about any aspect of a child's development we will continue to share our concerns with each other.

If **we** agree, we might decide that we would like to involve other professional to provide further support:

There are two pathways : Speech and Language Therapy (SALT) referral

Taking a child (their details) to a LIFT (Local Inclusion Forum Team)

SALT - Referral direct to speech and language therapists

LIFT Meetings - provide a forum of professionals, speech and language, specialist teachers, primary transition officer, etc.... together with other Early Years Professionals who all meet to discuss children's needs and share ideas and strategies about how to best support each individual child. Discussions may also trigger visits to

the setting, to enable specialist teachers / speech therapists and other professionals to meet / observe individual children, so plan for their individual needs.

Policy rewritten July 2018