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Local Offer



Local Offer West Sussex

Looking for services, events or information?

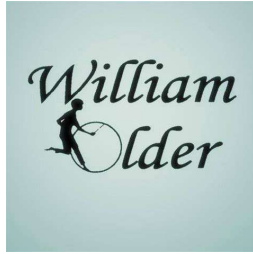


A growing online events calendar, services and information guide for children and young people with additional needs or special educational needs and/or disabilities (SEND) from birth to 25, their families and professionals.

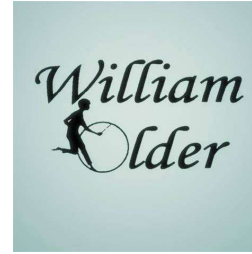


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About Us

Our Playgroup setting is a purpose-built structure consisting of two large playrooms, a Family Room, two children's toilet blocks and various utility rooms.

The initial Playgroup building was built in 2007 and we added an extension in 2014.

We have an extensive outdoor area which is innovative and creatively resourced, comprising five individual areas that link into each other and an inspiring Nature Area where the children can enjoy a 'sausage sizzle', a toasted marshmallow and watch the wildlife frolic. Our Nature Area looks out on to our field which is currently occupied by sheep.

Inclusivity was the forefront of our designs, for both the inside and outside of William Older Playgroup. It was important to us that our indoor and outdoor spaces were interesting, stimulating, safe and accessible to all children.

Our team of 16 dedicated and experienced staff are highly trained and passionate about our levels of care and practice.

We welcome children from the ages of 2 to 4, with our morning sessions running from 8.50 – 11.50am and our afternoon sessions from 12.00 – 2.50pm.

Children aged 3 years and over who are eligible for 30 hours funding can attend both sessions.

Children eligible for 2-year-old funding can attend 15 hours at our morning sessions.

Our aim is to provide a warm, safe and caring environment, a setting where all our children have fun, learn and progress through play.

Please contact us to arrange a visit where you can find out more about us and discuss how we can meet your child's needs.

Questions you might like to ask:

"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."

If you have a child with identified special needs or you are in the process of discovering the nature of your child's needs, we suggest you make contact with us and we can arrange an appointment for you to come for a visit and a chat.

We feel it is helpful for parents and children to see and explore our setting and what we have to offer, where we can have a discussion about your child's needs and strategies we could put in place to meet them.

Our aim is always to work with and support our families in order to obtain the best outcomes for their children.

“How will Early Years Practitioners support my child?”

Every child at our setting has a Keyworker, this is a practitioner who will have responsibility for your child. Your child’s Keyworker will help to settle your child when they start, plan for your child and encourage and monitor their development and progress through nurture, play, observations, planning and plotting their progress.

Upon your visit you will have the chance to meet your child’s Keyworker. You will have the opportunity to discuss your child’s needs together and talk about strategies that may support your child. This chat will enable your keyworker to prepare for when your child starts.

When you visit you will also have the chance to speak with our SENCO, Rachel Ryan. This will give you the opportunity to discuss the type of need your child has, find out about interventions that the Playgroup uses to support children’s needs, for example, Speech and Language activity groups, PECS cards and Bucket Time. You will be able to discuss which outside agencies support the setting, such as Speech and Language Therapists / Occupational Therapists. It will also give you the chance to talk with the SENCO about how support may evolve for your child during their time with us and how we support and plan for children with SEND and their transition to school. It will also give you the opportunity to ask questions about referrals to the Child Development Centre for instance or the process of acquiring an EHCP.

If your child already has an EHCP or is already in the process, you can share information about this with our SENCO.

You will also be able to meet Sue Droy, the Manager of William Older Playgroup for over 20 years. This meeting will enable you to find out everything you need to know about the Playgroup, a tour of the setting and talk in detail with Sue about your child.

“How will the curriculum be matched to my child’s needs?”

Each child at Playgroup has a Learning Journal that is completed by their Keyworker. The journal is essentially a collection of written and photographed observations that capture the progress of your child.

Your Keyworker will plan individually for your child termly, they will do this with guidance from the EYFS and by using their knowledge and understanding of your child. Your Keyworker will then plot their progress on their EYFS Progress Review sheet.

If we are concerned about your child’s progress, we will invite you to come in and have a chat with your child’s Keyworker and possibly the SENCO. Together you may decide at this meeting that your child may need to be referred to an outside agency, Speech and Language, for example. Mutually you may decide that your child needs more support in the setting and your child might start joining in with one of our intervention activities.

All our children who receive extra support have a Pupil Profile. This is a family friendly document that you will be asked to contribute to. It outlines the basic needs of the child, what they like, how to support them, what is going well and what are their suggested outcomes and next steps for that term.

Children who start with us shortly after their second birthday will be charted on the statutory 2-year-old check. This is for us to identify early concerns.

If your child is recognised as having speech and language and /or social communication delay, we will complete a speech and language tool for them. This will keep track of their progress. We can also use it as evidence if there is any need for referrals to other agencies.

“How will both you and I know how my child is doing and how will you help me support my child’s learning?”

Your Keyworker will arrange a meeting with you termly. This will give you a chance to look at your child’s journal and have a discussion about how your child is getting on.

You can arrange to meet up for a conversation with your Keyworker, the Manager or the SENCO at any time. We will also invite you in for a chat if we have concerns.

Tracking forms such The EYFS Progress Review or the Speech and Language tool will enable Keyworkers to see progress and highlight where there are areas of concern.

“How are parents involved in the Early Years setting?”

We actively involve parents from our first meeting together.

First and foremost, we will listen to you and find out as much as we can about your child’s needs. We will ask you about the strategies you are using to support your child and discuss ways we can use these strategies in our setting. We also encourage parent’s involvement in the preparation and transition of a child to a Playgroup. For example, we may need to discuss adaptations to our environment, risk assessments and resources we have in place.

If your child has an existing medical condition and needs medical care we will, with your help, create an individual health care plan before they start.

You may find you want your child to have a few taster sessions accompanied with you, before they start.

If your child already has a diagnosis and / or is under the CDC or any other hospital or medical professional, we will ask your permission to share any paperwork you have received about your child. With your support, this will help us understand the detail and level of your child’s needs. It will also help us with any paperwork we need to complete to secure any help or support your child may need while they are with us.

All parents meet with their Keyworkers termly but please feel free to get in touch with us and arrange a meeting at any time.

If your child is allocated a therapist or similar professional from an outside agency, you will be invited to the setting when they visit to be part of discussions about the progress of your child and their next steps and outcomes.

When it is time for your child to start school, we will lead a transition meeting with you, significant teachers from the school they will be attending and any other professionals involved with your child.

“How accessible is the Early Years setting environment?”

Our building was designed for wheelchair access with double opening doors on both sides.

Both rooms are large, spacious, designed and equipped with creative, fun and inspiring resources that reflect inclusive practice.

We have a Dark Den and cosy areas where children can enjoy calm and gentle play.

Our Family Room is a space where children in small groups can join in with intervention activities.

The playgroup’s outside environment was designed with accessibility and inclusivity in mind. The five outside areas all link into each other and the one area that leads to a higher level is linked by a gentle bridge.

Our creative resources encourage and challenge the imagination and physical development of all our children.

We may apply for inclusion funding for your child if we feel this may help us meet their needs better. The inclusion funding might support us to make an adaptation to our environment, purchase particular equipment or toys, provide training for staff or contribute towards a change in staff ratios and rotas.

“How is the decision made about how much support my child will receive?”

If your child already has an EHCP when they start with us, you are likely to be involved with a professional already and they will begin working with us to support your child and visit us in the setting.

If your child starts with us without a diagnosis and we are concerned about their progress, we may decide together as a parent and setting to refer your child to an outside agency or your GP.

A referral may result in you being invited to meet with a professional at a drop-in session, for example Speech and Language Therapy (children to be referred at 29 months and over). A professional may meet with you at home and /or in our setting. You may also be invited to attend an appointment at a Child Development Centre with a Consult Community Paediatrician.

As a setting, we will liaise and work with any medical or educational professional your child is associated with. We will adhere to any advice they recommend and put in place any strategies they suggest. We will have regular meetings with you and any professionals involved to discuss progress, strategies and next steps. Our Playgroup has a great deal of experience and a long-standing relationship with many of the outside agencies in our area.

With some children it becomes apparent that the level of support and intervention needs to be planned long term and, in this instance, it is likely your child will be referred to SEND Under 5s the year before they start school. SEND Under 5s is a panel of paediatric professionals who will discuss the steps of support your child may need in Early Years and their transition into school. The panel may decide that your child needs to be put forward for a Needs Assessment for an EHCP. We will complete an Early Years Request for Education Health and Care Needs Assessment for a Pupil Attending Early Years Setting form, to support this application.

If, when it comes to transition to school, you feel you would like to explore the option of sending your child to a school for children with special educational needs, an EHCP may help facilitate this.

If your child has significant needs and is going to a mainstream school, an EHCP will guide the school towards the best support for your child.