

Heading	Things to consider	Our Provision
Setting Name		St. Mary's Pre-School, Horsham
Setting Manager and contact details		<p>Managers: Lai Brooking &amp; Karen Inglis-Taylor 07510 303043 <a href="mailto:Stmaryspreschool20@gmail.com">Stmaryspreschool20@gmail.com</a></p> <p>SENCO: Bethany Levett <a href="mailto:senco.stmaryspreschool@gmail.com">senco.stmaryspreschool@gmail.com</a></p>
How to get to your setting	<ul style="list-style-type: none"> <li>Directions, with any tips for finding you if you are a bit hidden away.</li> <li>Information about parking. Is there an accessible parking space available near the setting entrance?</li> </ul>	<p>Girl Guide Headquarters, 20 Denne Road, Horsham</p> <p>Situated opposite Denne Road cemetery, set back from the road.</p> <p><a href="https://maps.app.goo.gl/quUHfK8pCUqZa9Uz6">https://maps.app.goo.gl/quUHfK8pCUqZa9Uz6</a></p> <p>Limited meter parking outside</p> <p>Disabled bays in the car park?</p> <p>Turn right out of Denne Road car park and you will eventually come to us on the right hand side of the road.</p> <p>Alternatively, park in Sainsbury's Car Park, walk up the steps towards the town but then turn right along the footpath. Follow the footpath to come out on the Causeway. Cross the road and follow the footpath directly opposite to come out on Denne road. Turn right and you will come to us on the right hand side of the road.</p>

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About your setting	<ul style="list-style-type: none"> <li>• What message would you like families to see about how you will welcome and support their child in your setting?</li> <li>• What is it about your setting that show that you offer high quality, inclusive provision to all children and their families?</li> </ul>	<p>We welcome children with additional needs and our experienced, caring staff offer both practical and moral support to families affected by disability.</p> <p>We work with families and professionals to plan support for each individual child with special educational needs or disabilities (SEND) and to apply for support and funding as required.</p>

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Accessibility information	<ul style="list-style-type: none"> <li>• Is your setting fully accessible?</li> <li>• Are there any adaptations to the auditory and visual environment?</li> <li>• Are there accessible changing and toilet facilities?</li> <li>• What other adaptations do you, or would you, make to support individual children's needs?</li> </ul>	<p>Most areas of the setting are accessible with a wheelchair and there is a disabled toilet. We have carpets to help reduce echo and we avoid using the strip lighting where possible. We are in the process of changing our visual environment to be less 'busy'. We use auditory and visual prompts for changes in activities such as a tambourine for a 5 minute warning, a visual count-down to listening time, 'tidyup' music and 'music time' music, visual behaviour signs, a 'feelings' choice board and signing welcome song. For parent carers whose first language is not English, we use translating apps and follow up conversations with an email so that carers can read or translate in their own time. We encourage them to visit the setting to share their language and culture with all the children and sometimes have dual language story telling sessions. We sometimes use equipment from the Children and Family Centre toy library such as sensory equipment. We work with physiotherapists and occupational therapists to access special chairs, choosing boards etc.</p>

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<p>Supporting all children including how you work with families and identify any delay in children's learning and development and support children with SEND</p>	<ul style="list-style-type: none"> <li>• What processes do you have within your setting to identify and offer support to children in your setting with additional needs?</li> <li>• Prompts: <ul style="list-style-type: none"> <li>○ Parent partnership</li> <li>○ Assessment and review of progress</li> <li>○ Use of the graduated approach</li> <li>○ SENCO/INCO role</li> <li>○ Staff support and training</li> <li>○ Working with other professionals</li> <li>○ Supporting transition to school</li> </ul> </li> </ul>	<p>Each child is discussed by staff at assessment staff meetings and any concerns are noted and discussed with parents/carers. The Special Educational Needs coordinator will support the key person in planning for meeting the child's needs and all this will be overseen by the managers. The key person will have discussions with the family at every stage. We access advice and specific training from West Sussex County Council to ensure we are equipped as best we can be to support your child. We will monitor progress for each child and take further action if a child is not progressing. We work with schools and other settings to ensure that any transition is supported appropriately to the child's needs..</p>

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How does the setting support improve physical health outcomes?	<ul style="list-style-type: none"> <li>• How does the setting support children's physical health?</li> <li>• What outcomes do you try and achieve?</li> </ul>	<p>We focus on a different independence skill, including brushing teeth, washing hands and toileting, every couple of weeks and encourage parents to support this at home. We run forest school sessions so that children spend long periods outdoors, build resilience, build physical strength and learn to manage risks.</p> <p>We also have an outdoor area at the main pre-school and a large garden that we visit regularly to ensure the children have a lot of opportunity to be outdoors. We also have gross motor activities inside and run activities and use equipment which develop proprioceptive and vestibular senses.</p>

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How does this setting support improve mental and emotional health outcome?	<ul style="list-style-type: none"> <li>• How does the setting support children's mental health?</li> <li>• What outcomes do you try and achieve?</li> </ul>	<p>As a pre-school with a caring Christian ethos, the pastoral care of our children and their families is a top priority. One of the staff team is qualified in creative mindfulness and we deliver regular sessions to promote the children's mental health and to develop self-regulation. We monitor the well-being of the children in our care and will seek extra support if needed. We have policies and procedures for promoting positive behaviour. Where finances allow or funding is available, we use extra staff in order to avoid exclusions. We regularly review our inclusion to reflect on measures taken to meet the needs of all our children and plan ways we can improve.</p>

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Clear information about how a family can access a place for their child	<ul style="list-style-type: none"> <li>• Is an appointment required to visit?</li> <li>• Is there a waiting list?</li> <li>• Admissions Policy</li> <li>• Fee Policy, including EYFE sessions and availability</li> <li>• How you gather information in order to understand and plan for the child's individual needs before they start in the setting.</li> <li>• Induction arrangements, including settling sessions and transition support</li> </ul>	<p>You are welcome to make an appointment for a visit via our website or by phoning 07510 303043. Usually we arrange visits for 9am, as this time is least disruptive to the day, but other times are also possible.</p> <p>Our admissions policy can be accessed via the website.</p> <p>We keep a waiting list when we are full but our administrator will let you know about our current availability <a href="mailto:stmspreschool@gmail.com">stmspreschool@gmail.com</a></p> <p>We accept all types of funding entitlement for our sessions. We charge for our lunch clubs but, if you have 2 year old funding or from the term after your child is 3, you can have 15 hours of funded sessions over the week without paying anything on top.</p> <p>We have open afternoons and encourage families to come for settling-in visit before a child starts and will offer a home visit where we think it may be beneficial. The child's key person will meet the family on their visits and will go through 'getting to know you' information on their visits. We offer additional transition support when a child has SEND. The key person, SENCO and managers will work liaise with parents and carers to ensure any necessary prior arrangements are made and the West Sussex transition team will also give support where this is required.</p>

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Involvement in decision making	<ul style="list-style-type: none"> <li>• How does the setting seek the views of service users?</li> <li>• Which leaflets and information are available?</li> <li>• Are any specialist communication systems available? E.g. signing/ PECS?</li> <li>• How does the service communicate with parent carers?</li> <li>• Do you offer any parent training or learning events?</li> <li>• How do you involve parents in understanding and planning for their child's learning and development?</li> </ul>	<p>We ask for feedback from parents, other professionals and receiving schools to ensure our provision is effective and for ideas of how to improve.</p> <p>We have some staff who have basic training in sign language. They share their knowledge with all staff and we use some signs regularly with the children.</p> <p>We use the Tapestry system to share photos and observations with parents and carers from a child's time at pre-school. We speak to parents and carers at drop off or pick up, use Tapestry, email or arrange a meeting to make communications or have discussions. We also hold a parent consultation evening twice a year and send termly updates to inform parents how their child is getting on.</p> <p>Where there is demand, we offer parenting groups and send out information about local support groups and events. We pass on details of suitable training events as they arise.</p> <p>We regularly display posters and send out information to help parents and carers understand about child development and how they learn.</p>

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Feedback	<ul style="list-style-type: none"> <li>• How can children and their parents provide feedback on the service they receive?</li> </ul>	<p>Staff are always available to talk to parents and carers at drop off and pick up or a longer meeting can be arranged. Parents can send emails <a href="mailto:stmaryspreschool20@gmail.com">stmaryspreschool20@gmail.com</a> or communicate via the Tapestry system. We also send out a questionnaire each year to find out what parents and carers think and any ideas for improvement. We observe children's interests and include these in our planning and we have regular discussions with the children to find out what they like and what they would like to do.</p>
Complaints	<ul style="list-style-type: none"> <li>• How can children and their parents complain about any element of the service they provide?</li> </ul>	<p>We have had no actual complaints about our service for many years but parents and children raise issues with us as soon as they arise and we work through these to a resolution together.</p>