

Childcare Setting Name:

Lightcliffe Pre School

Name & Contact Details of Person Submitting this Information:

Helen Opie & Jennifer Codling. Tel: 01422 202904

1. How do we make sure all children reach their potential?

Pre-school prides itself in being a welcoming environment which makes good parent partnership with all families.

All children are assessed and observed, next steps are planned to enable children to make progress. Children's interest is key to learning. Interests are followed and monitored in the child's learning journal using the Early Years Foundation Stage as a guide to development milestones. Additional needs such as behaviour support is done through sensitive support and practitioners being consistent.

- Track progress and identify any additional needs or resources needed
- Experienced team with a wealth of knowledge in early years
- Staff positive approach to attending relevant training
- Good team work
- High staff ratios.

2. How do we identify the additional needs of a child with SEND? How do we work out what their needs are and how can we help them?

Tracking children's development and taking into consideration children's experiences and developmental stage practitioners make formative and summative assessments which highlight any additional needs.

The setting considers that it is successful at making appropriate differentiation in order to include all children in every experience provided in our setting.

Practitioners reflect and discuss with parents and other professionals concerns to plan next steps to enable children to progress.

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?

Lightcliffe Pre-School has high expectations for all children, in reaching their full potential.

We promote positive parent partnership and work together in enabling children.

The team have had experience with children with autism, communication problems and genetic disorders; these have been managed within the setting.

Pre-school has an experienced SENCO who is familiar with new practices SEND and has worked with in a multi-disciplinary team.

**4. What additional support is available for children with SEND and how do they access it?
What other help can we get?**

Pre-school has worked closely with other professionals which include Portage, SALT, Early Years support teachers, Occupational therapy, Physiotherapy, ASD team, Local SENCOs in primary schools, health visitors. Quality Improvement Support Officers.

If a concern was raised the SENCO would talk with the prime care giver to agree the next steps for example who to contact Portage – provide a brief outline of areas of concern.

5. How can we adapt our setting to enable children with SEND to participate?

Using evidence from tracking learning, pre-school makes adjustments to activities so the child is able to participate.

- Next steps are planned so that the child is able to enhance their learning
- All practitioners are experienced working with children with additional needs and work as a team sharing their knowledge.
- Working with parents and including them

**6. How can we ensure we get the service, provision and equipment that children will need?
How can we make sure we get all of the help we need from different people?**

- Child centred approach – working within a multi disciplined team
- Ensure all those involved with the child work together – good communication
- Strong parent partnership
- Special organisations – e.g. Pre-school Learning Alliance Toy library
- DCATCH Funding

7. How do we support and improve:

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

In the setting practitioners provide a positive role model which supports children to meet their individual needs. Pre-school encourages independence by breaking tasks down into achievable targets.

In addition the prime areas of the EYFS are targeted into specific groups groups:

PSE group target skills such as sitting, focusing on a given instruction, listening and sharing

Physical groups encourage gross motor skills turn taking communication. Pre-school buys in additional expertise in facilitating development children's physical skills (supported by Provision)

Experienced in supporting SALT programmes.

8. How do we support children with multiple and complex needs?

We support children with multiple and complex needs by having an understanding their individual needs which is initially done through parent partnership. This is done through experienced in special educational needs team. Pre-school considers it has an excellent working relationship with all agencies involved.

9. How do we assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do we keep parents informed where children have SEND but do not have an Education, Health and Care Plan?

Parents are welcome to discuss any concerns at any time.
A brief verbal handover is carried out at the start and the end of session
EHCPs are reviewed half termly with other agencies and parents are invited to attend and contribute to these meeting.
Regular staff meeting where all practitioners are encouraged to contribute to child's progress.

**10. How do we support children with SEND moving childcare settings or moving onto primary school?
How do we support and enable children with SEND to access activities and experiences beyond those we offer in the setting?**

Transition Policy.
Liaise with other setting or primary school
Visits to schools
Make a transition book – learning journey
Using role play, books, circle time, photos.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?

We measure our effectiveness by the child's progress
EYFS tracking
EHCPs are discussed with parents, staff and multi agencies (if applicable)
SEND Code of Practice
Parents evenings

12. How do we ensure that we have the expertise needed to support children with SEND?

Attending any relevant training offered through various agencies i.e Calderdale and DCATCH
Peer observations
Experienced staff: 50% of staff have SEND training
Using other professionals to gain advice and expertise
Regular staff meetings cascading learning back to whole team

13. How can parents make a comment, compliment or complaint about our provision?

Parents can talk to their child's key person or pre school leaders at any time.
Parents can contact the Chair person either verbally or via letter/e-mail
Compliments and complaints policy
Children's learning journeys are accessible for parents to contribute to.