

**Childcare Setting Name:**

Ripponden Pre-School

**Name & Contact Details of Person Submitting this Information:**

Sharron Smith – 01422 822777

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

We ensure all children reach their potential by monitoring their development and planning accordingly. We provide high staff ratios and key persons work in partnership with parents to ensure best results for the child. We have many monitoring and tracking procedures in place and carry out progress checks.

**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?**

We initially do a home visit and an 'all about me' profile. We monitor and observe before carrying out a progress check. We would then speak to parents and refer the child to the relevant support, if necessary, having identified any specific needs. Some needs may just need appropriate strategies and planning to help the child, such as behaviour.

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

We adapt our setting/environment/planning accordingly to meet the needs of all children. We work, on many occasions, with outside agencies. We have disabled access and toilets and our furniture can be moved. We tailor fit the individual planning for each child's interests and needs.

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

We access DCATCH funding, providing higher staff ratios and funding for training and specific resources. We as a setting would support the child and family by sourcing appropriate support/help or referring the child. The SENCO in our setting often writes reports for CDU meetings etc and also attends them.

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

We can adapt our room layout and provide various resources and activities for various needs. We put strategies in place for one to one or small group work to help support the child's needs. We write individual learning plans for each child which is then implemented in the daily planning of resources.

**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?**

We endeavour to seek the correct specialist help and do fundraising for specialist equipment where necessary. We apply for DCATCH funding and receive advice from the LA. We refer children to appropriate agencies to ensure we receive the correct support. We then work alongside these professionals when planning and carrying out IEPs. We work with SALT, Portage, ASDD Team, Visual Impairment Team etc.

**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?**

We observe children and monitor development. We would then write individual plans to meet the needs. We often do one to one activities for some children with PSED. We then introduce small group work. We work with SALT and also use 'Let's Talk' strategies to support language and communication. We use a lot of visual aids and displays. We have a large outdoor area for physical activities and plan various games to support fine and gross motor skills.

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

We would do whatever is necessary to ensure the child would be treated as a valued individual adapting provision and resources as necessary and working with relevant agencies.

**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?**

We continuously review the child's trackers and monitor all development regularly. We assess progress and plan for next steps. We have regular meetings with people concerned, including parents. We write summative assessments for parents. We speak with parents and regularly discuss development. We plan for the child's interests.

**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?**

We write transition reports and arrange meetings with the practitioners /teachers of their new setting. We prepare the children for the transition by taking them on a visit.

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

We hold regular meetings with all concerned and track any progression. We identify any changes which may need to be made. We hold staff meetings to ensure we are meeting EYFS welfare/statutory requirements.

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

*Consider training you have attended and how you address any new learning and development needs.*

We would seek any specific support needed if we couldn't provide the expertise required. All staff attend training which is relevant to support them in their role as a key person. This would include specialist training such as ASD, Speech & Language, Disability training, Hearing Impairment, Visual Impairment etc.

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

We have comments/compliments and a complaints book/procedure. Parents are welcome to speak to the manager about any matters.