

Childcare Setting Name:

Sowood Pre-School

Name & Contact Details of Person Submitting this Information:

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

Children in our setting are treated as individuals. We review SEN at every staff meeting (once a month) to make sure all children are on track and their needs are being met. Staffing ratios are met and change with the needs of individual children as does the provision.

We use child centred planning – Plan, Do Review cycle. Tailor planning and environment to individual children's needs. Staff react to children's play as it unfolds. Children are moved onto the next skill level in response to their interest/engagement.

The environment is accessible to all children and promotes independence. Ratios are normally exceeded on all days. The committee take on various tasks too. The Deputy Leader checks and reviews learning journeys once a month to make sure they are to date and to review the quality of the records.

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?

Staff identify children who may have additional needs through EYFS tracking and day to day observations. Staff discuss children's individual needs at nursery and then contact the relevant outside agencies.

Parent information, registration form, All About Me, baseline assessment and observations from key person.

We would form a team around the child, follow referral and contact any agencies already involved.

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

SENCO would do a Plan, Do Review for the child. In the past we have accessed DCATCH funding. The environment is all on one level. We have a ramp to the front entrance. We have space for children's individual equipment and a separate meeting room. We work in partnership with parents, access specialised training and have flexible hours and sessions.

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

1:1 provision

Portage

Early Years Support Teacher

ASD Team

Parents & Carers Forum

Staff team would signpost parents to various agencies and also contact these agencies on parents' behalf.

DCATCH Funding

Local Children's Centres.

Behaviour Support.

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

We adapt the setting/activities to each child's individual needs through staff support, enhancements, resources and the needs of the child. We plan the curriculum to include all children and include any targets/learning outcomes each individual child may need. We have 1:1 support in place if needed.

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?

Staff would use the team around the child to access any further equipment needed and track development levels at monthly team around the child meetings and monthly staff meetings.

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 support children in our setting through play and follow all areas of the EYFS to gauge the stages of each individual child. Extra support may be put in place if needed. We plan activities for children with their needs in mind and plan for individual children to support their learning.

PSED: the child may need 1:1 support; staff to model behaviour within play; support with small group activities.

L&C: Sign Language; reduce background noise; key questions (choice of two activities so as not to overwhelm with choices)

PD: Fine motor skills opportunities; easy access to bathroom area; free flow to outdoor play area; sensory activities on floor and table; pencil grip aids; various scissors; health eating; local school provides lunch and follows nutritional guidelines.

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

We would contact outside agencies for support and also send staff on any training if needed.

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 assess and review the progress of each child through meetings with outside agencies and parents/carers. We have parents/carers evenings for children who are not on a care plan and parents/carers can speak to their child's key person.

Team around the child meetings.

Staff training if needed.

Flexible attendance.

Space for additional equipment.

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 work with outside agencies and the next setting/school to make sure information is passed on and children are prepared for the transition. We have various signposts to activities in the local area for all children.

Team around the child meetings.

Individual children's visits with key person/1:1 support.

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

The effectiveness of our provision is reviewed and reflected upon on a daily basis and then discussed at staff meetings for any new practice to be put in place.

We seek feedback from parents at meetings and also verbally on a day-to-day basis.

We also have learning journey feedback forms.

Key person 1:1 supervisions.

Evaluate the environment.

Seek children's views using observations/recording with a camera etc.

Facebook 'likes'.

Website feedback.

Feedback from other professionals (quality assurance).

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

We, as a staff team, would access training needed through Calderdale or other training agencies. We have a designated SENCO.

Sign Language

ASD training

Safeguarding training

2 year old progress checks.

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

We have a box for parents to use anonymously and they can also speak to a member of staff or their child's key worker.

Website

Committee meetings.