

Childcare Setting Name:

St Michael & All Angels Pre-School

Name & Contact Details of Person Submitting this Information:

SENCo - Mrs Panna Mistry
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1. How do we make sure all children reach their potential?

- Children have access to a broad, balanced curriculum, which is differentiated to take into account each child's developmental level.
- Well staffed and resourced classroom.
- Children's observation, written and photographic, tracked against the EYFS.
- Planning based around children's interest.
- Specialist trained staff to support children with additional needs, e.g. "Let's Talk", "Spiral/Social Circles" Group, "See & Learn".
- If child with EAL attended, would seek advice and resources.
- Staff trained on "Team Teach" to deal with challenging behaviours.

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?

- Observation from staff (Keyperson & SENCo) to identify need.
- Where appropriate enhance provision to support the child's needs.
- Further observations to monitor progress.
- Assess and share information with parents.
- Make referral to multi agencies for support and guidance.
- Collaborate with multi-agencies and child's parents/carers to draw up Individual Learning & Development Plan with 'smart' targets.
- Where necessary request funding from 'D-CATCH' for extra resources and/or one to one support worker.

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

- Ramp – Wheel chair access.
- Handrail in toilets.
- Visual Aids, e.g. 'Choose Board'.
- Additional S.E.N. resources, e.g. Let's Talk programme, See & Learn, Language Steps, Nursery Narrative, Spirals/Social Circles Group.
- Communication between home and Pre-School.

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

- Support from Multi-agencies, Portage & Early Years Support Teachers, Speech & Language Therapist, Physiotherapist, Educational Psychologist, Occupational Therapist, Hearing and Visual impairment Team, M.A.S.T.
- Quality improvement and Support Officer.
- Where necessary funding from D-Catch for one to one support, resources, etc.

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

- Having resources/activities at different levels.
- One to one support worker.
- Differentiating planning to meet the needs of the child.
- Differentiating activities depending on child's stage of development.
- Purchasing and/or borrowing resources and equipment to support child's learning and development.

**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?**

- Pre-School has built up an excellent working relationship with the School; therefore there are some provisions and equipment that can be used/borrowed from School.
- Dedicated SENCo, who has built up a good professional relationship with various multi-agencies, whom she can seek advice, support and guidance.

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?**

PSED

- Specialist trained staff on A.S.D.
- Small group work, e.g. Let's talk and Spiral/Social Circles group programmes.
- One to one support worker.

Language and Communication

- Visual Aid, e.g. Signing, Choose Board, Objects of reference, Symbols.
- ECat Programme.
- Specialist trained staff on Let's talk Programme and Spiral/Social Circles group programmes.
- Language Steps.
- Nursery Narrative programme.
- Programmes devised by SALT.

Physical

- Ramp Access to classroom.
- Hand rails in children's toilets.
- Disabled toilets in school entrance.
- Classroom equipped with variety of mark making tools.
- Creating and providing space to move.
- Large outdoor play area, some of which has cushion flooring.

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

- Seek support and advice from multi-agencies and where possible one to one support worker.

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?

- Observations from Key person & SENCo to identifying child's need.
- Discussed at Staff meeting.
- SENCo and key person discussed with Parents/Carers and 'Individual Learning and Development' Plan drawn up with smart targets.
- Intervention put in place to meet child's needs, e.g. enhancing provision.
- Observation done again, if child has make no progressing after agreed period, then with Parents/Carers consent, SENCo makes referral to Multi-agencies for advice and support.
- Collaborating with Multi-agencies, view and wishes of parents/carers are at the centre of all decision making, to support their child's needs.

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?

- Child's one to one support worker or key person to assist child during transition, if possible to arrange a few transition days.
- Reception Teacher to attend Pre-School to introduce themselves to child.
- Photos of Reception Teacher.
- Circle time – talking about their Reception Teacher, stories about moving on to new school, new School uniform, etc.
- SENCo to sign post Parents/Carers to out of setting activities.

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

- 'S.E.N.D.', 'Inclusion' and 'Equality & Diversity' Policies reviewed annually.
- S.E.N.D. Code of Practice July 2014.
- Parents/Carers Consultation meetings.
- End of year Questionnaire to Parents/Carers and Children.
- Working in Partnership with Multi-agencies.

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

- Specialist Trained Staff on, ASD, Epipen, Cystic Fibroses, Team Teach, Positive Behaviour, Makaton, Let's Talk, See & Learn.
- Alongside using the 'Calderdale Portfolio', SENCo seeks out training for staff, that reflect Child's needs.

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

- End of year Questionnaire.
- In person to Management and/or Committee members.
- In writing to Management and/or Committee members.
- Parents comment book.