

**Childcare Setting Name:**

Sunnybank Pre-School

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

Deborah Rodd, SEND Officer, 01422 370162

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

We ensure our setting is fully inclusive with an open door policy for all.

Staff training is kept up to date with all the latest legislation, research and thinking.

We have 8 members of staff, which ensures the staff to child ratios are above regulation requirements.

EYFS local authority trackers are used by all key workers to track where each child is at in their development. Key workers continue to observe each child and work with them to progress onto the next steps using planning, based around their own interests and motivators.

We have regular staff meetings and personal development meetings with the Manager, to review our practice and discuss any issues, positives and anything that may need changing.

We are all proactive in promoting positive behaviour, using praise and positive behaviour instead of focusing on challenging behaviour. We use a star chart and tree for good behaviour and a reward teddy to take home. Staff do termly update letters, newsletters, here and there books and parents' evenings to keep parents informed.

**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 observe each child for a month when they first start at pre-school, then we complete their tracker and determine which areas they require more help in. We work closely with parents and discuss our findings. If extra help is needed we ask parents permission before involving outside agencies. Then the setting, parents and other agencies work as a team to ensure each child can reach their full potential.

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

Our SENCO Officer is our Deputy Manager.

Our setting is all on one level with easy access into the building, wider doors, open plan area and disabled toilet.

We have two SEND Officers, so there is always one on the premises, both of whom are up to date with the legislation and have completed a vast amount of training within this area, including portage, language development and Autism Awareness. We are lucky to have 8 members of staff, which means we can allow for extra one to one to be given to children who require more help. We use All About Me books to gather information before children start with us.

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

Speech and Language, Health Visitors, Physiotherapy, Early Years Support Teachers, Portage, Educational Psychologists, GP's, Occupational Therapists, Dieticians, Audiologists are but a few of the agencies which can be used and have been used previously.

We have regular talks with parents to update them on how things are going, termly reports in written form and have an open door policy for parents to come in.

We have two SENCO Officers who update all staff at staff meetings of developments with parents / children / agencies and cascade back all information gathered during training.

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

Agencies named above in question 4 are and have been of great help previously. We have DCATCH funding for 1 child at present. We use each child's interests to motivate them and develop out planning. We have used funding to print flash cards to aid with communication, one member of staff has bought books to help with activities to do, one to one and in small groups. This member of staff has also done portage training and communication courses to help this child.

In the past we have had to raise tables to ensure a child with a physical disability could take part in creative activities.

**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 have Here / There books to transfer information from setting to and from parents.

Before each child starts with us the parents are given an "All About Me" book for them to fill in, which has everything from the child's likes / dislikes, comforters, allergies, needs (e.g. equipment).

When they start we do a tracker, as explained earlier, following the EYFS and this is kept within each child's learning journey. These are sent home every few months and parents are aware they can see them at any time. The key worker keeps in constant contact, speaking to parents (where possible) every time the child comes to pre-school. Both key worker / SEND Officer gives parents information in written form.

Speaking to other agencies regularly and having regular meetings/ Contact agencies for help Adapting support throughout.

**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 and Language & Communication**

We use 'All about me' books, home visits, settling in sessions to ensure we have a smoother transition period. This helps the child feel more comfortable when coming into the setting and they will have a face they recognise, which can help to form bonds with the keyworker. Working closely with the child doing one to one activities and small group activities helps them to build relationships with peers and gain confidence within the setting. Allocating a play buddy, reading books together/circle time activities, singing time to help involve them in the group are all used. Small jobs and giving choices helps them with communication and includes them in the setting.

**Physical Development**

Using a larger ball when doing ball games can help a child in a wheelchair to still take part in football using the chair to push the ball or pushing with a hand over the side of the chair. Raising or lowering surfaces to allow them to do activities, puzzles, drawing, sand play etc. Using cushions as supports when sitting on the floor.

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

A child with complex needs I usually allocated a one to one worker to help them access all that the setting has to offer. We also have necessary equipment available for when the child starts to ensure they can settle in straight away and access toilets etc.

**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?**

Meetings are run with keyworker, SEND Officers, parents/carers and other agencies to discuss all areas of a child's life and development and anything that can be done to ensure things are smoother eg ways of ensuring the child isn't too tired at pre-school; how the child can have extra one to one in the setting. Keyworker can have regular meetings with parents/carers offering support and discussing recent developments.

**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 have a noticeboard with information about local services eg toddler groups, drop ins, speech and language, GPs, dentists, opticians etc. Children with SEND – the keyworker will find and print off information about local groups and give it to the child's parent/carer. When a child moves on, visits are done to the new setting with the child, parents/carers, teachers, nursery staff. We also hold open days and evenings for parents/carers.

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

Regular contact is maintained with parents/carers and they are made aware, via newsletters, term reports and parents' evenings, that we will help any way we can. We use questionnaires from parents/carers to allow us to reflect on what they expect. Staff have regular meetings to discuss how our provision is working or not working and any other support the keyworker may need/anything which may need to be changed.

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

Our SEND Officers go on regular training to keep all their knowledge up to date and relevant. They cascade this back to all members of staff during meetings and keep them all up to date too with new legislation, new ideas and things they have learnt. Training is reviewed in personal development meetings with the pre-school manager.

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

We do have an open door policy so parents are aware they can talk to their keyworkers, manager, SEND Officer or other staff at any time. We tell them this when they get their information pack when their child starts. We also do anonymous parents' questionnaires twice a year when they can comment on anything, good or bad.