

Childcare Setting Name:

Warley Pre-School Ltd

Name & Contact Details of Person Submitting this Information:

Carol Sudder - 01422 320592

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

We always have an extra member of staff (floater) to help with anything that may occur: accidents/rota parent failing to turn up/toilet runs. This person will help a child, also may need one to one but not have the funding for it as yet.

We also used tracking forms from birth upwards (Early Years Outcomes). Children start with us from 2 but we may use younger tracking for them or from reception if gifted and talented.

We welcome all children; we are based on floor/ground level and have ramps and a disabled toilet.

Parents are always met with after observation of challenging behaviour to discuss with the parent how we would need to support their child – time out etc.

We always follow the Inclusion Policy and myself (SENCO) or my manager would always attend these meetings.

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 is done for a while by the SENCO/key person/manager, then a meeting is called with the parents to report back what we have observed and also if the same issues are happening at home. Together we will work out what next. I fill in speech and language forms, Early Years Support/DCATCH etc. Parents are usually best to tell us for example if they need a different cup etc.

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

First find out their needs observation and talking to parents they may need a quiet area, certain toys may frustrate them. Noises may upset them – fire alarm etc.

Toys maybe too small for motor skills – a child may not be able to eat something for small snack etc.

It's knowing all this at the beginning of the day I then know not to do it!

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

DCATCH funding to support a child with one to one support, buying equipment for home or pre-school.

Speech and language may come in to suggest games/activities etc.

Early Years Support Teachers may come and suggest activities/strategies to help.

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

Provide quiet areas if needed.
Thinking about what toys/equipment the child needs - no small pegs etc.
Larger equipment – using feeder cups instead of large cups.
Not doing fire alarms on certain days.
The child may not like getting paint on their hands – provide brushes etc.

**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?**

Making a record of phone calls etc, to make sure SENCO keeps on top of meetings/appointments.
Team Around the Child meeting inviting parents, Health Visitors, schools, other settings, Early Years Support, speech and language and the podiatry team.
Attending CDU for feedback/reports 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?**

Setting up situations for them to make friends, turn-taking games, asking another child to hold their hands, take them to play, show them where something is.
Lots of repeating words, going back to basics – using first word many times – thinking of activities to help involve basic words: cars, up/down, beep, beep etc.
Providing opportunities and activities that aren't always too challenging, making sure there is always something they can do so they are not disheartened.
For gifted and talented – bringing in extra resources from schools etc.

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

We have used a CAF service where anyone helping that child can ring up and update.
Team Around the Child meetings are also very useful to get all agencies together to decide on the next steps.

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?

All parents/carers meet up with pre-school once a month to discuss and review ways to help. They can also call in for a chat and phone any time they have a bad day or need a chat! Or any changes have happened.

**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 fill transition forms in and ask teachers to come in when possible.
We go with parents for visits if needed and have Team Around the Child meetings.
I have also made books or photos of the teachers/classrooms for the child to keep.
We are in contact with Home Start who help parents/children out of pre-school and I have told parents of the Local Offer.

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

In our monthly meet ups we review what is working and what isn't. I am consistently asking parents if it seems to be working for them and their child and if any change is needed.
Observation of the child will tell us what is working!

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

We go on all training courses we can. Sharing information with other settings and schools and research on the internet.

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

We have a confidential complaints box, also letters and phone calls can be made to the committee and meetings set up or parents can talk to us anytime!