

Holbrook Community Pre school – SEND Information Report

How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

- All children prior to starting at our setting receive a home visit with a Key Person and setting supervisor or manager, parents / carers are given the opportunities to raise any concerns with setting at this time.
- All children receive a 6 week settling in consultation with key person any concerns staff may have are shared at this meeting. If early intervention is required the setting SENCO is introduced to the family to suggest ways in which the setting can support family and child.
- All eligible children will receive a 2 year check.

How will early years setting staff support my child?

- All children's development and progress is tracked and monitored by both the setting manager and the setting SENCO. If it is determined that tailored planning is needed and more suitable to your child's needs and outcomes this is overseen by the settings SENCO whom plans this alongside your child's assigned key person.
- The setting SENCO will meet with you and explain how this works and offer a line of communication via email / telephone so that at all times you feel you have a voice in setting.
- As a community ran preschool we are managed by the trustees, the settings manager and SENCO report to them when we require additional resources to support children in setting.
- Our experience shows that by involving targeted support provided by the local authority and using the feedback from SAL team we can ensure our setting provides effective provision for children with special educational.

How will the curriculum be matched to my child's needs?

- Planning in early years is always tailored to individual children, through careful observation key persons will determine if learning journal / next steps approach will meet your child's needs or if outside agency advice is to be used a play plan or individual education plan.

What are the early years setting's approaches to differentiation?

- At our setting all children are planned for an observed on an individual basis. Activities may be planned and implemented across the stages of the EYFS and outcomes will be observed as to how individual children have made progress.

How will that help my child?

- By observing individual progress we can obtain information to future plan for your child's needs.

What training are the staff, supporting children with SEND, had or are having?

- All staff are Early years qualified and take part in continuous training as provided by county.
- Our SENCO and assistant staff have attended Quality Play, Talking Clearly, Autism Awareness in the Early Years, Practical Communication Activities in Early Years.
- If it is deemed that additional training is required to meet your child's needs, the Manager and SENCO will ensure that staff receive suitable training

How will my child be included in activities outside the early years setting including trips?

- Our main building is accessible for wheel chairs and there is a disabled toilet facility.

- A full risk assessment is taken before each trip is planned and the needs of all children will be considered placing inclusion at the top of our planning criteria.

9. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Staff are able to feedback to parent's carer's verbally at the end of each session.
- A daily communication book may be put into practice as a two way information system.
- Our Key worker system will give setting and family the chance to talk informally on a regular basis and termly on a formal basis.

What support will there be for my child's overall well being?

- All staff are fully trained first aiders, holding a paediatric first aid certificate.
- All staff are trained in safe guarding, with a designated member of staff for safeguarding.
- All staff have regular internal or external training in specific areas of SEN including managing behaviour.

What specialist services and expertise are available at or accessed by the early years setting?

- Settings SENCO is able to use the support of WSCC to raise and maintain standards of care in setting such as targeted setting support.
- We work with the professionals involved in your child's care in order to meet your child's needs, encouraging them to enjoy and achieve.

How accessible is the early years setting environment?

- Our main building is accessible for wheel chairs and there is a disabled toilet facility.
- SENCO has attended Including All Children training.

How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

- Transition arrangements when joining or moving on from Holbrook community Pre school are well planned. Pupils, parents and carers are supported to work alongside all the relevant educational establishments
- Transition meetings are set up with the next setting and pupils may be offered visits before they start.
- Early Years records, Individual Plans are passed to next setting supported by WSCC Early Years Transition documents.

How are the early years setting's resources allocated and matched to children's special educational needs? How is the early years setting's special educational needs funding allocated?

- Parents , Carers setting staff Including the manager SENCO and senior management team and outside agencies are involved in decision making as to what is the best provision and support for individual children
- Resources and specific equipment are budgeted for and alternative grants are applied for if available.

How is the decision made about what type and how much support my child will receive?

- Parents Carers will meet with the key person once a term to discuss and review the Individual Care and Health Plans
- All children with Individual Plans are placed on the team meetings agenda ½ termly

- Daily plans will reflect the needs of your child and daily feedback between the supervisors will reflect changing needs and developments

How are parents involved in the early years setting? How can I be involved?

- As a community setting we have an open door policy for parents to stay and play at setting.
- Parents carers are actively encouraged to join our committee to support pre school in its vision and ethos.

Who can I contact for further information?

- In the first instance, speak to your child's key person. Then if necessary, make a request to speak to the setting SENCO and or manager

Policies, including SEN, Child Protection, behaviour and complaints, are available to view on the setting website.