

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2022-2023

Setting/Provider Name:

Tiny Steps Pre-School

Website or social media details:

Face Book private closed group for staff, parents and carers only

Facebook Community Like page for advertising purposes only and public enquiries

St Martins Primary School Website

Type of Provision/Setting:

Pre-school

Number on Roll:

22

% of Children with SEND:

4.55%

Date of last Ofsted:

17th January 2019

Range of Provision and inclusion information

1. How does the setting know if my child will need extra help?

Discussions with parents/carers

Talk to other members of staff

Discuss concerns with Early Years Area SENCO

Seek advice from other professionals e.g. SENCO, Health Visitor, Early Years Complex Needs Support Workers (formerly known as Portage Service), Early Years Team, SEN Assessment & Provision Team, Specialist Teachers, Educational Psychologists, Woodview, Physiotherapist, etc

Early Years Foundation Stage (EYFS) assessments, including 2 year old assessment

Key person observations of the child's play, learning, development etc

Observation, planning and monitoring the child's progress - Assess, Plan, Do, Review (Halton Graduated Approach)

Developmental checks

Comments

If a child has been identified as having Special Educational Needs and Disability (SEND) prior to starting our Preschool, we gather information from the parents and professionals already supporting the child/family about the child's difficulties and needs. This is so that we can ensure we have all the relevant support in place prior to the child starting with us.

The professionals already working with the family could include, Childminders, or other Nursery Provision (if attending another setting). Health Visitors, Social Workers, Family Support Workers, Outreach Specialist Teachers, Early Years Complex Needs Support Workers, Educational Psychologists, Speech and Language Therapists (Chatterbugs) and/or the multi-disciplinary team within Woodview Child Development Centre.

Upon offering a place for a child to start in our settling we offer settling in visits, it is during these visits that the child and family get to meet the child's allocated Key Person and other staff members, including the Special Educational Needs Coordinator (SENCO) if concerns have already been shared with the setting. This visit provides the opportunity for parents to share any concerns or information, such as the outcome of their child's 2-year-old development assessment carried out by their Health Visitor.

Once the child has started attending our setting, we will work within the Early Years Foundation Stage (EYFS) curriculum to carry out initial observations and assessments, to identify and support their level of need and next steps within their learning and development. If the child does not appear to be making the same level of progress within the EYFS as other children of their age and stage of development, we will undertake additional observations and assessments in the preschool to identify possible barriers to their learning and development.

Along with the child's parents we will work together to put together intervention plans, such as a Special Educational Needs Plan (SEN Plan). This will include what the child requires support with, and small targets including strategies and advice set out in care plans and reports, from other professionals working with the child. Depending on the child's needs then a referral to other relevant professional agencies maybe identified as a need for further support and advice to identify possible barriers to their learning and development. SEN plans are reviewed regularly.

We are very much child and family centred; therefore, parents will be involved in all stages of any decision making about their child's support.

2. Who is the best person to talk to if I think my child may have special educational needs?

Child's key person
SENCO in setting
Halton SENDIASS
GP
Health Visitor

Comments

We have two SENCOs in our setting, these being the Manager and the Deputy Manager who work very closely in supporting the children, staff and families.

If parents/carers have concerns about their child's development prior to starting Pre-school, then they should seek advice from their GP and/or Health Visitor.

3. How will the staff support my child?

Providing the appropriate level of support
Following the advice from other professionals, where involved
Through an individual support plan agreed with parents/carers
Applying for funding for additional staff or resources if required
Attend relevant courses and research the child's condition

Comments

Any SEN concerns identified by staff will be raised and discussed with the settings SENCo.

Discussions will then take place with the child's parents/carer.

The child's learning and development will be supported very closely by the Key Person and SENCO through individualised SEN Support Plans, these include strategies advised by other professionals working with the child (if applicable). As well as time spent in small groups appropriate to the needs of the child.

All children are assessed using various assessment tools, such as the 2-year-old assessment, WellCom and the EYFS Framework. If the child is approaching school age, information from these assessments along with the practitioner's professional knowledge is shared on the Local Authority's Ready for Reception portal. Any children identified as having SEN will be assessed in the SEN section of their individual Tapestry Learning Journal, as well as being assessed within the EYFS sections.

The SEND section in the EYFS curriculum is broken down into smaller and more achievable steps. Parents have full access to their child's learning journal and can contribute to it by adding observations and photographs of their own.

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

Informal feedback on collection each day, phone calls etc

Observations and assessments to be shared via online secure journals/Parent-zone App (e.g. Tapestry etc.), Social Media (e.g. What's App, Facebook) and during face-to-face progress meetings

Involvement of parents/carers in writing individualised SEN Support Plan

Regular review of the child's individual SEN Support Plan

Activities to be shared with parents/carers which can be carried out at home

Comments

At our setting we have a range of experience working with children with a variety of difficulties and additional needs. We assess children's progress within the EYFS and SEND section of their Tapestry Journal (If it is felt that it is necessary). We also use the WellComm assessment tool. The outcome of these is used to inform our Ready for Reception assessments for the Local Authority.

We involve parents/carers by authorising them access to their child's online Tapestry journal with a secure password. Observations and assessments carried out by the child's Key Person can be viewed. Parents can add photographs, videos, and observations to Tapestry as well as make comments.

We share the outcome of the WellComm assessment with parents and any shared placement settings the child may be attending.

We have an open-door policy whereby parents and staff can have informal chats daily on either drop off or collection. However, for the review of SEN support plans, parents are invited into the preschool to meet with the child's Key Person/SENCO to involve them in the reviewing and planning moving forward. If parents are unable to attend in person, then there is an offer of virtual meetings, such as on zoom as an alternative or a phone call.

These are also offered to parents whose children attend a childminder and are not dropping off or collecting their child themselves from the setting on a regular basis.

Multi- Agency Plan (MAP) meetings are carried out (If applicable to the family).

Any activities and strategies required to support the child's learning and development moving forward is discussed and shared with parents so that we can all work together to support their child's difficulties.

We have also found communication books to be useful too, between preschool and home and any other setting the child may be attending as a shared placement.

5. What support will there be for my child's overall wellbeing?

Nurturing, safe, secure environment for children to have fun, develop positive relationships, build their independence, self-esteem and self-confidence

Social interaction with peers encouraged

Detailed policies, procedures and risk assessments in place

Individual planned activities to support achievement

Staff First aid trained

Staff Medication trained

Comments

Through the information shared with us from the child's parents and professionals working with the child/family. The child will be greeted on arrival by staff, usually the child's key person supports them in accessing the environment, supporting their interests and individual needs. This includes carrying out their SEN support plan activities.

Information regarding the child's day will be shared with parents/carers a regular basis, this being either verbally or using a home/school communication book.

If referrals have not already been made prior to the child starting our Preschool and there is

an identified need for a referral, then the settings SENCO will make that initial referral to Woodview Child Development Centre for an assessment and support.

In some situations, and if it is felt needed then we can refer to St Martin's Family Support worker, to offer support for the family.

All staff are first aid trained which includes EpiPen training.

All our staff and volunteers are trained in level 2 safeguarding and attend a refresher course annually. The Manager and Deputy Manager are both trained in 'Working Together to Safeguard Children'. The Manager is trained in Safer Recruitment.

We have detailed policies, procedures, and risk assessments for both indoors and outdoors in place, as well as for individual children (should it be required) to provide a safe, secure, and nurturing environment for all our children, supporting and building on developing independence, social interaction, positive relationships, self-confidence, and self-esteem, whilst at the same time enjoying and having fun.

If a child in our care requires medication to meet their individual needs, then staff can only give children medication which has been prescribed by their GP. The child's parents/key person are required to complete a medication form stating the name of the medication, reason for the medication and the dosage/time to be administered. The parent signs consent for the staff to administer the medication. Once administered the staff is to document and sign, along with a witness staff member.

6. What specialist services and expertise are available at or accessed by your setting?

Speech and language specialists
Occupational Therapist
Physiotherapist
Early Years Complex Needs Support Workers
CAMHS
Children's Social Care
Community Nursing Team
Children Centres
Health visitor
Family support worker
Hearing/Vision Impaired Service
SEN Service Specialist Teaching & Advisory Service
Educational Psychologists
Early Years Area SENCO Team
Early Years SENCO (in setting)

Multi-agency/professional meetings with parents/carers and child to review progress
Staff regularly attend training as part of their continuous professional development

Comments/Other services

We seek support from specialist and professional agencies to advise on strategies and programmes and to train our staff. Close liaison takes place with medical staff where required to train our staff to manage and meet any specific medical needs.

We will hold multi-professional meetings with parents to review the child's progress, at these meetings the following types of discussions will take place; what will be put into place in the preschool to make teaching and learning more effective, agree targets for the child's achievements, agree how we will work together to support the child, agree a review date to explore how well the child is doing and whether we are making a difference and what we will do next.

All our staff have worked in the setting for many years, therefore have experience with working with children with a range of additional needs.

We attend regular SENCO cluster groups hosted by our local authority SEND team to gain advice, support, and any updates.

7. What training have staff supporting children with SEND had or are having?

WellComm screening/assessment
PECS
Every Child a Talker (ECAT)
Solihull training
Makaton training
Autism Awareness
How to apply for an EHCP workshop

Comments/Other training

Our settings SENCO attends regular SENCO cluster meetings as well as Educational Psychology Consultation meetings.

We use Makaton in our setting along with visual timetables and now and next boards to support children with communication difficulties. Our SENCO is trained in using PECS and has demonstrated how to use this to the other staff members.

One member of our staff has recently completed an introduction to British Sign Language Training (BSL).

The Manager and Deputy Manager have completed Solihull training to support mental health and wellbeing.

The Manager had attended additional training around mental health such as – Mental Health Awareness, Stress Awareness and Suicide Awareness.

Manager and Deputy are both trained in Multi-Agency Planning (MAP) previously was Common Assessment Framework (CAF).

8. How will my child be included in activities outside the setting including trips?

Personalised risk assessments in place for trips/outings

Risk assessment obtained from place visiting

Activities will be adapted to include all children, including those with SEND, where possible

Comments

The setting is a fully inclusive setting, and the child will be included in all trips.

Risk assessments will be carried out by the setting, with the use of venue risk assessments and with the input from parents, to ensure the safety of the child, the other children in the setting and the staff.

9. How accessible is the setting?

Access ramp

Accessible toilet/changing facilities

All on one level, no stairs

Enclosed garden for outside provision

Furniture is height adjustable e.g. tables

Large open spaces, corridors, outdoors areas

Wheelchair accessible

Comments

Tiny Steps Preschool is on one level with no stairs, we have an access ramp leading to the front door. The setting has wide doors for wheelchair access leading into a large and very

spacious indoor playroom with low tables and chairs. There are accessible low toilets and low sinks as well as a disabled toilet with handrails and changing facilities.

The outdoor play area at the side of the setting is also on one level and is also wheelchair accessible.

9a. Provide the web link to your Accessibility Policy or advise if available to view within setting

Policy can be viewed within setting

Web link:

We do not have a web link, but all policies and procedures are accessible to the parents in the setting.

10. How will the setting support children with autism and social communication difficulties?

Routine and structure emphasised within setting, instructions clear, simple and direct

Use of visual cues

Use of Visual timetable

Use of Now and Next boards

Use of Objects of Reference

Staff trained in Makaton sign language

Sensory resources available/ access to sensory room

Work with other professionals and refer into services to support the child's needs as appropriate

Comments

At our setting we work closely with parents and other professional agencies, implementing their advice and care plans into the child's SEN support plans to support the child's individual needs.

We offer a structured routine with the use of visual timetables, Makaton and other strategies/resources listed above.

We access additional funding through Top Up Funding (Previously Enhanced Provision) and Disability Access Fund (DAF) (if the child is in receipt of Disability Living Allowance). These are used to access training to enhance knowledge and understanding of the child's difficulties and needs, purchase resources or/and allow for additional one to one support for the child if required.

11a. How will the setting prepare and support my child to transition into your setting?

Settling in visits (short visits before child starts at setting)

Staff liaise with parents/carers and provide regular feedback regarding child's settling in during the induction period

Collate information about the children, e.g. likes/dislikes, activities enjoyed etc. during induction

Health Care Plan completed, if necessary

Risk Assessment completed, if necessary

SEN Support Plan completed, if necessary

Comments

Upon offering a place for a child to start in our setting we offer an invitation to attend our annual open day. It is at the open day when parents are given an appointment date and time to come into the setting for a stay and play session.

It is during these appointment visits that the child and family get to meet the child's allocated Key Person, SENCO and other staff members. We gather information from the parents, to inform our risk assessment and discuss the child's likes, dislikes, difficulties and needs. We take contact details of other professionals already supporting the child/family, this is so that we can ensure we have all the relevant information, resources, specialist equipment and support in place prior to the child starting with us, to provide for a smooth transition.

Further settling in visits are offered. These are short visits prior to the child starting at the setting. It is during these visits that resources offered are planned around the interests of the child to support them to feel happy, secure, and comfortable. The number of visits depends upon the parents and child, taking into consideration how well the child is managing with the transition.

11b. How will the setting prepare and support my child transition to another setting/school?

SEND Transition meeting with new setting/school, parents/carers and other professionals
Appropriate documentation is securely shared with new provider

Comments

Once we are informed that the child is moving on to another setting or primary school, we arrange for the new Teacher and SENCO to come into preschool to visit the child in their familiar environment.

Arrangements are also made for the child to have induction visits to their new setting, it can be arranged for the child's current key person to support with this.

A transition meeting with the child's parents/carers, new setting and any other professionals working with the child/family takes place. It is at the transition meeting where all information is shared around the child's development and their individual needs, it also gives professionals from the new provision the opportunity to put forward any questions they may have and look over existing support plans in place for the child, to ensure that all the relevant support is put into place prior to the child starting at their new setting. Arrangements are also made for a social passport to be developed; all of this supports a smooth transition from one setting to the other.

12. How are the resources allocated and matched to my child's Special Educational Needs and disabilities?

Resources recommended by professionals allocated on a needs assessed basis
Application made to the local authority for additional support, if necessary, e.g. Top-up Funding, EHCP needs assessment, DAF

Comments

Children Identified as having SEN will be allocated and matched to resources to their individual level of need, which will have been identified from staff knowledge and experiences, professional assessments, and parents.

As stated above we can apply for additional funding through Top up Funding, this is provided by the Local Authority on a need assessed basis. This funding can be used to access training to enhance knowledge and understanding of the child's difficulties and needs, purchase resources, specialist equipment or to allow for additional one to one support for the child if it is felt that it is required.

There is also the assessment process of an EHCP this includes the interventions and advice of other professionals working with the child. It shows the level of needs of the child and what is required to do/happen to meet those needs which may include resources. It may be that the child with SEN requires an allocated member of staff/Key Person to offer additional support to access the routine, curriculum, to make progress safely. At times when we must do this, we rotate the staff supporting the child so that it does not cause the child to become over dependent on one adult.

Educational health Care Plans are reviewed annually.

Disability Access Fund (DAF) can be applied for through the Local Authority provided the child is in receipt of Child Disability Living allowance.

Early Years Pupil Premium (EYPP) is means tested extra funding to help towards supporting eligible 3- and 4-Year-olds education.

13. How are parents currently involved in your setting?

Open-door policy
Stay and play sessions
Regular newsletters
Parent/Carer feedback form used to gather views
Parent/carers involved in planning individualised SEN Support Plans and their reviews
Parent sessions held regularly
WhatsApp/social media
Online secure journal (e.g. Tapestry)

Comments

Parents know their children best, therefore we encourage and value their views and support. Each child has an allocated Key Person who works closely with the child and parents. Upon starting at the setting parents/carers are given a starting points information sheet to complete, where we gather information about the child's development, what their likes and dislikes are and about their family.

All parents/carers have access to their child's online Tapestry Learning Journal (see section 4) within the journal is a section named All About Me. Parents are encouraged to complete this section, to share further information on their child's development and family life.

Parents/carers are regularly invited into preschool to meet with Key Person, this time is also used to work together on SEN Plans and reviews. (See section 3).

We offer the opportunity for parents/carers to attend for stay and play sessions, the purpose of this is to give them an insight on how the Pre-School sessions are run and to observe and take part in the fun things the children enjoy doing.

As part of our self-evaluation, we provide parents with a parent questionnaire, which can be completed anonymously if parents so wish. These can be placed in our suggestions box, situated on a table in the entrance of the preschool along with a pen and paper to be used during anytime, not solely for questionnaires.

Our Facebook page is a closed/private group for the use of staff, parents/carers,

grandparents, and childminders. The purpose of the group is to be regularly informed and be kept up to date on upcoming events as well as a way for parents/carers to communicate with us.

Every term we hold a sponsored event to support the Pre-School funds, all parents/carers are invited to support their child in these events, where we also hold a coffee morning. Parents/carers are also encouraged to join the staff and children on our annual summer trip.

14. Are the following documents available for guidance on your setting website or on request?

Inclusion Policy
Equality and Diversity
Safeguarding Policy
Complaints Procedure
Behaviour Policy

15. Please list any experience you/your staff have had working with children with SEND e.g. ADHD, Cerebral Palsy, Tracheotomy Care, etc.

ADHD
Autism Spectrum Condition
Dyspraxia
Cerebral Palsy
Global Developmental Delay
Physical and /or Complex needs
Speech, Language and Communication Difficulties
Social, Emotional and Mental Health
Sensory Processing Difficulties
Asthma/Allergies
Dietary Needs
Epi-Pen Training

Useful SEND Contact Information

- **Halton SENDIASS:** <https://sendiasshalton.co.uk/> or Tel: 0151 511 7733
- **Halton Local Offer** (main Homepage): www.halton.gov.uk/localoffer
- **SEND Contacts:** <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

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Please enter the date form completed below:

04/10/2022