

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2022-2023

Setting/Provider Name:

S4YC @ St Marys

Website or social media details:

www.s4yc.co.uk

We do have a company Facebook page under the name of S4yc

Type of Provision/Setting:

Pre-school

Number on Roll:

23

% of Children with SEND:

10

Date of last Ofsted:

new setting awaiting ofsted

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

Some of our staff have had experience of supporting children with SEN and Speech and Language difficulties including English as an additional language. We are an inclusive setting welcoming all children regardless of their needs providing a quality service for them and their families, we will adapt and accommodate the setting to provide for a child's needs wherever possible.

Our aim is to meet the child's individual needs by effective observation and planning and use our learning walls to celebrate our children's achievements. Each child has an individual progress tracker which their key person assesses the age and stages of development bracket your child is at then plans for their next steps of development. Parents will be kept informed on a daily discussion and the use of target for interventions will be put in place if a child needed extra support. Targets would be monitored on a regular basis to see if the child is making progress these would be simplified, extended, or changed depending on how the child is developing moving them on in the Early Years Foundation Stage framework, assessing additional support from other professionals where necessary. Your child's key person and our SENCO will work together to make sure the environment, routines and activities support your child's needs, and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We will work together with you to support your child listening to you as well as your child to develop a program for their needs. We will invite parents and their child to visit the setting before starting to get to know you and your child; we offer a flexible settling in routine that enables you to stay with your child until we are all comfortable that they are happy to separate from the parent without being upset. We will ask parents for copies of reports and assessments from health care professionals and other professionals before your child starts, and advice from the Early Years Consultant will be sought with your permission if necessary. We will work with outside agencies to support your child's learning and development for example Health visitors, Speech and Language, Child Development Team, Physiotherapists and social workers. Your child's key person would be in most of the sessions that they attend to welcome and foster a relationship with and understanding of your child.

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
GP
Health Visitor

Comments

If you have any concerns about your child, you can come along and speak to the manager of the setting or your child's key person.

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

When your child starts at St Mary's pre school they may already have an action for inclusion plan which details the health professionals involved with your child's development. If your child has not been diagnosed with any SEND then we would identify this at the early stages of entering the Nursery by completing a baseline assessment and other observations to ascertain if the child is developing at the appropriate ages and stages documenting any concerns in the prime areas of learning communication and language, physical development and personal, social and emotional. Any concerns would then be discussed with you and the SENCO who will contact the Child Development team for advice with your permission to contact them or any outside health professionals or agencies that may be able to support your child. Our SENCO will advise you on the process of applying for extra support, and the Inclusion funding process will identify the level of need based on the evidence submitted by the setting and other professionals who are working with you and your family to support your child. Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

Extra support will be put in place if necessary with the aim of enabling your child to become independent within their environment. On-going partnerships with you, other professionals and us will support the discussion making process. Wherever possible we will put extra support in place for a child with SEND even if funding has not yet been granted for inclusion provision providing staffing ratios allow. If your child's key person or inclusion worker are

absent or on leave the SENCO would be present or another member of staff known to the child who has knowledge of their needs would work with your child on that day, although we do encourage children with SEND to form a relationship with all members of staff as we feel this is important for their development preventing them from forming an isolated attachment with one member of staff. Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in our day to day care of all our children. We are aware that some kind's of undesirable behaviour may arise from a child's special needs; we will refer to our Positive Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care such as changing nappies, supporting a child with toileting, changing shoes into wellies for outdoors or putting a coat on, eating and drinking independently. Personal health care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for child if required. Medical Permission forms would be completed if your child is prescribed regular medication in accordance with our Health and Hygiene policy we meet the recommended requirement but all members of staff have up to date paediatric first aid certificates.

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

We will have regular contact with parents communicating in a variety of ways, your child's key person is your first point of contact if you would like to discuss your child's needs or have any concerns about their behaviour or development, although the SENCO is always happy to help. Our open door policy means that you are always welcome to tell us how your child is doing on a daily basis, which is noted on a record of contact if the information can be used to inform the child's development, although if this is not convenient to either parent or staff an appointment can be arranged to suit all. Advice and support is given to all parent /carers on how to support your child at home with activities used in the setting to support each child's individual needs. Parents are signposted to various services for example Speech and Language or training workshops promoted by the local children's centre, we offer advice and provide documentation with information on the child's SEND from other professionals or

contact the agencies to find out how we can scaffold help for your child's individual needs. Parents / carers are always invited to attend any multi agency meetings involving their child's development, giving them opportunity to inform professionals of observations on their child's development and concerns they might have.

We have systems in place to record progress such as the 2 year old progress check and individual progress tracker which shows on going observational assessment linked to the Early Years Foundation ages and stages, Characteristics of effective learning. We have parent evenings which gives parents the opportunity to come and look at what their children have been doing. It gives a two way communication link with parents and the setting. We use the WELLCOMM toolkit to assess your child's speech and language development and understanding. Each child has a home link diary which is completed on a daily basis by staff, informing parents briefly of what their child has done at nursery on that day giving opportunity for parents to make any comments providing a two way communication link. If a child is upset or ill we would communicate through telephone contact. Other forms of communication are made through newsletters and messages sent through to your email via IPAL along with hard copies sent home with each child.

We have set up in house parent workshops to give advice on how parents can develop their child's learning at home by introducing various activities associated with the Early Years Foundation Stage. We invite parents/carers to help on our parent helper rota enabling them to see what the day-to-day life of our setting.

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

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

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behaviour and are consistent in our day to day care of all our children. We are aware that some kind's of undesirable behaviour may arise from a child's special needs; we will refer to our Positive Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care such as changing nappies, supporting a child with toileting, changing shoes into wellies for outdoors or putting a coat on, eating and drinking independently. Personal health care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for child if required. Medical Permission forms would be completed if your child is prescribed regular medication in accordance with our Health and Hygiene policy we meet the recommended requirement but all members of staff have up to date paediatric first aid certificates.

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
Children's Social Care
Community Nursing Team
Children Centres
Health visitor
SEN Service Specialist Teaching & Advisory Service
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 offer your child support through our SENCO who will with your permission, and if your child's needs are identified as a specific need will contact the following external specialists for support for your child for you:

Health visitor
Speech and Language team
Child Development team
Early Years Consultant
Social Worker

We would then put any advice given by external specialist support into practise and attend any further training necessary to support your child.

Some staffs have experience of Action for Inclusion meetings and Team around the Family

(TAF) meetings inviting external specialists and parents, setting up and leading the meetings which we are able to conduct within the school setting. We would support parents / carers with completing an Education, and Health Care Plan, talking it through giving advice on how we feel your child is developing with the guidance of external specialist agencies

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

WellComm screening/assessment
Mindfulness and Emotional Wellbeing training
Makaton training
Autism Awareness
How to apply for an EHCP workshop

Comments/Other training

Staff have accessed specific training on Speech and Language, Autism, Behaviour Management and SEN courses which include:
I CAN – Supporting Communication
Early Talk – Inclusion Worker: Supporting Communication
Makaton
PECs
Autism (CASADT) training
Supporting Children with Behaviour, Emotional and Social Difficulties
All about Special Educational Needs – 3 Day course
British Sign Language Training
WELLCOMM speech and language training
Early Language Lead Practitioner training
Staff certificates are held on file and can be viewed by parents on request to support their decision to access our preschool.
Our SENCO attends termly cluster meetings to keep up to date with the latest information and news.
Some have also attended Read, Write Inc. training for speech and language, we use programmes from Singing Hands, Boogie mites and Letters and sounds to promote speech and sounds developing this area of learning which supports all age groups in a fun and engaging way. Training is disseminated and monitored through staff supervision meetings and peer to peer monitoring, allowing the Manager to arrange training suitable for both the children in the setting and the staff knowledge needs.

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

We will endeavour to include parents in the planning of a visit off site to identify the needs of your child, all visits and trips would be planned to include all of our children's needs. We would prepare a photo book for your child so that they know what to expect on the visit, and invite all parents to join us on our trip. We would carry out a risk assessment linked to the visit and the needs of all children, including parent and supporter prior to our trip. We would also take along any aides or medication your child may need.

Children will be able to access all of the activities of the setting as the settings environment can be adapted appropriately with the use of adjustable tables, height appropriate chairs, adjustable sand and water container, movable furniture to change the layout of the room to accommodate each child's needs. Key persons would model how to play and access the activities for each individual child simplifying them or changing resources to meet the child's needs.

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

Our Nursery is located within the grounds of St Mary's primary school, there is wheelchair access with ramps to the main entrance of the setting. There is access to disabled toilets within the setting. There are low thresholds on the door accesses, assistance maybe be needed to get through them and down ramps which gives access to the outdoor area from the preschool and baby rooms. The settings environment can be adapted appropriately with the use of adjustable tables, height appropriate chairs, adjustable sand and water container, movable furniture to change the layout of the room to accommodate each child's needs, discussions would be held with parents/carers wishing their child to attend our nursery to determine whether the setting would be suitable for your child's individual needs.

As mentioned previously Activities will be adapted to ensure your child is able to interact fully with their environment with the use of visual strategies, such as a NOW and NEXT board to

help them to understand routines, traffic light system, time line, PECs (picture exchange), emotion puppets to express how they are feeling and a book corner, sensory area and quiet den that provide a safe, quiet area for your child to retreat to if your child is tired or needs sometime to themselves. We have sleep mats which are suitable for a child to sleep in an area that is partitioned off to protect them from other children playing. Sleep mats are supplied in the Baby room for children under 2. Resources are labelled clearly with a 3D object relating to the resource attached for children who are visually impaired.

We have a Community playthings changing units within a separate changing areas which is part of the nursery layout to give the child privacy whilst being changed to make the experience for child and staff member more comfortable.

We will support children and or parents with an additional language within the setting by involving the parent/carer asking them to translate words used for everyday routines within the setting into their native language so that we can communicate with their child. If the parent/carer has limited understanding of English we would ask them to nominate a family member or friend who speaks English or we can arrange for an external interpreter.

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

Policy can be viewed within 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

Activities will be adapted to ensure your child is able to interact fully with their environment with the use of visual strategies, such as a NOW and NEXT board to help them to understand routines, traffic light system, time line, PECs (picture exchange), emotion puppets to express how they are feeling and a book corner, sensory area and quiet den that provide a safe, quiet area for your child to retreat to if your child is tired or needs sometime to themselves. Resources are labelled clearly with a 3D object relating to the resource attached

for children who are visually impaired.

On entry to nursery you will be asked to complete an All About Me profile to give the setting a starting point to plan for child's interest, who is in their family and how they are developing in the prime areas of learning. Your child will be able to contribute to their learning and development by staff encouraging independence through modelling, listening to the child's voice, sharing their learning journey documenting their comments and pieces of their work. The child's interests are used to inform their individual next steps of learning and planning.

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

We will invite parents and their child to visit the setting before starting to get to know you and your child; we offer a flexible settling in routine that enables you to stay with your child until we are all comfortable that they are happy to separate from the parent without being upset. We will ask parents for copies of reports and assessments from health care professionals and other professionals before your child starts, and advice from the Early Years Consultant will be sought with your permission if necessary. We work with outside agencies to support your child's learning and development for example Health visitors, Speech and Language, Child Development Team, Physiotherapists and social workers. Your child's key person would be in most of the sessions that they attend to welcome and foster a relationship with and understanding of your child.

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

When transferring to another setting or moving on to school the preschool will invite the key person or teacher and the CDT team to attend your child's sessions at preschool to help them become familiar with them and to discuss your child's strengths and needs. We will hold a transition meeting at your convenience to plan transition for your child into their new setting, giving the new setting time to make necessary plans for any changes or adaptations to their environment, sharing targets on your child's targeted interventions, minutes of review meetings along with any information that may be relevant to your child e.g. health reports, learning journey tracking sheets.

Where ever possible we will arrange for child's key person to attend the new setting with your child for settling in sessions to help promote a smooth transition, offering continued support for parent, child and new setting after transition has taken place in the early stages. We will put a transition booklet together including photographs for your child, communicating to them who will be his/her new teacher, the new environment, uniform etc.

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

We would look at the needs of the individual children with funding and obtain resources linked to their specific needs.

13. How are parents currently involved in your setting?

Open-door policy
Regular newsletters
Parent/Carer feedback form used to gather views
Parent/carers involved in planning individualised SEN Support Plans and their reviews
WhatsApp/social media

Comments

We are looking at introducing some stay and play sessions for our parents.

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

Inclusion Policy

Equality and Diversity
Safeguarding Policy
Complaints Procedure
Personal Care Policy
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
ADD
Autism Spectrum Condition
Dyslexia
Downs Syndrome
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

Comments

Some staffs have experience of Action for Inclusion meetings and Team around the Family (TAF) meetings inviting external specialists and parents, setting up and leading the meetings which we are able to conduct within the school setting. We would support parents / carers with completing an Education, and Health Care Plan, talking it through giving advice on how we feel your child is developing with the guidance of external specialist agencies.

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:

23/01/2023