

# Childcare/PVI SEND Information Report

## Childcare Provider Details

Select from drop-down list:

2022-2023

Setting/Provider Name:

Halebank Pre-school Playgroup

Type of Provision/Setting:

Pre-school

Number on Roll:

20

% of Children with SEND:

15

Date of last Ofsted:

September 2018

## 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

We pride ourselves on early intervention. We will always have the best interest for your child at the heart of everything we do. We encourage communication and like to work closely with families, this ensures optimal support for your little one. We value your knowledge and opinions and welcome your input.

## 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 would always say talk to us first, if we feel your child needs are more reflective of one of the other services then we would ask you to seek further advice from them.

## 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

We have a good relationship with outside agencies and always follow advice given by them. We regularly uptake training to ensure we are up to date with the most recent strategies. We would also seek further courses and advice if we were presented with a child with a condition that we did not have much experience with or knowledge about.

## 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

Communication is a two way street, therefore, having open and honest lines of communication and regular updates is the best way to ensure that both parties are kept in the loop.

We encourage parent/carer participation and value your views and opinions. After all, you know your child the best!

We ensure that your child will be matched with the a key person whom they can make a positive, close bond with. This increases their chances of success as they will respond better to that person.

We have an excellent SENCO who will ensure your child receives every available opportunity to bring on their development to the best of their ability.

## 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

## Comments

Medication training is up taken as and when we have a child that needs it.

The setting is on the waiting list for HHEYS accreditation as our last certificate is due for renewal.

## 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

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

As already mentioned, we have an excellent relationship with outside agencies. We value their expertise and will work collaboratively with any that are involved or become involved.

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

WellComm screening/assessment  
Elklan training/accreditation  
PECS  
Every Child a Talker (ECAT)  
Mindfulness and Emotional Wellbeing training  
Makaton training  
Autism Awareness  
How to apply for an EHCP workshop  
See comments box

## Comments/Other training

ICAN and Hanan training was received many years ago. We are not ICAN accredited but did access training. We are aware and provide communication friendly spaces but again, we have no accreditation in this area. We are keen to access Solihull training but currently there is no training being offered. We would like to access Boxall training and will seek to see if any is available.

## 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

A child will never be excluded, however, depending on the child's level of need we may ask for a parent/carer to attend an outing/trip with us. If this is not possible, we would seek additional staff to attend with us.

## 9. How accessible is the setting?

Access ramp  
Accessible toilet/changing facilities  
All on one level, no stairs  
Disabled parking/large car park  
Enclosed garden for outside provision  
Furniture is height adjustable e.g. tables  
Large open spaces, corridors, outdoors areas

Wheelchair accessible  
See comments box

### Comments

Once inside the building there are no stairs, and we have a ramp to access the main building. Some of our equipment is height adjustable.

### 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  
See comments box

### Comments

All of the above are available to children with autism and social communication difficulties, however, we only put in place what is appropriate for the child at the stage they are at. All or some may be used dependent on their developmental level.

### 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 are very flexible in our approach, we understand transition can be an emotional time for both parents/carers and children. Therefore, transition takes as long as it takes. With as many or as little visits that are required, for short or long periods, with or without parents. We cater for individual families and their needs. Transition is not a one size fits all type of situation.

We work with families to make the experience as smooth and as positive as we can.

## 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

We share as much knowledge with a new setting/school as possible in order for your child to have the best possible experience that they can have. The more the new setting/school knows about your child, the better the experience will be for them and you.

## 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 feel we have a good selection of resources within the setting already, but should you child require specifics then we seek to access this as soon as possible. This may be a case of applying for additional funding, or seeing if we can borrow something from elsewhere. If funds allow we would provide it ourselves.

## 13. How are parents currently involved in your setting?

Open-door policy

Stay and play sessions

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

We do have an open door policy, however, if a little more time is needed we will arrange a mutually convenient time with the parent/carer to suit both parties as soon as possible. We will make phone calls if preferred and will make home visits if necessary.

We connect through a closed group called Family, this is for parents of the setting where we will share upcoming events, photographs, messages, register and invoicing etc with the families.

Although we do have a Facebook page, this has not been up kept since moving on to the Family platform. We are at the beginning the process of maintaining it again and making it a more generic page for potential interest in our setting.

We do not have a website.

## 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.

Autism Spectrum Condition  
Global Developmental Delay  
Hearing Impairment  
Visual Impairment  
Speech, Language and Communication Difficulties  
Sensory Processing Difficulties  
Diabetes  
Asthma/Allergies  
Dietary Needs  
Epi-Pen Training

## Comments

We have a rich knowledge in the areas stated and are always learning. That said, diabetes and epi-pen training was sometime ago and training would be required as and when necessary.

## 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](http://www.halton.gov.uk/localoffer)
- SEND Contacts: <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

### Name:

Tracy Virgo or Sophie Barlow

### Phone Number:

0151 422 0988

### Email address

[HBPreschool@outlook.com](mailto:HBPreschool@outlook.com)

### Please enter the date form completed below:

02/03/2023