

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

Halton Lodge and Grange Pre-School

Website or social media details:

N/A

Type of Provision/Setting:

Pre-school

Number on Roll:

25

% of Children with SEND:

32

Date of last Ofsted:

07.11.2022

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

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

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

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

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

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

The use of intensive interactions

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

Speech and language specialists
Occupational Therapist
Physiotherapist
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

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

WellComm screening/assessment
Every Child a Talker (ECAT)
ICAN accreditation
Makaton training
How to apply for an EHCP workshop

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

9. How accessible is the setting?

Access ramp
All on one level, no stairs
Disabled parking/large car park
Enclosed garden for outside provision
Furniture is height adjustable e.g. tables
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

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

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| Comments |
| Intensive interactions |
| 11a. How will the setting prepare and support my child to transition into your setting? |
| <p>Settling in visits (short visits before child starts at setting)</p> <p>Staff liaise with parents/carers and provide regular feedback regarding child's settling in during the induction period</p> <p>Collate information about the children, e.g. likes/dislikes, activities enjoyed etc. during induction</p> <p>Health Care Plan completed, if necessary</p> <p>Risk Assessment completed, if necessary</p> <p>SEN Support Plan completed, if necessary</p> |
| 11b. How will the setting prepare and support my child transition to another setting/school? |
| <p>SEND Transition meeting with new setting/school, parents/carers and other professionals</p> <p>Appropriate documentation is securely shared with new provider</p> |
| 12. How are the resources allocated and matched to my child's Special Educational Needs and disabilities? |
| <p>Resources recommended by professionals allocated on a needs assessed basis</p> <p>Application made to the local authority for additional support, if necessary, e.g. Top-up Funding, EHCP needs assessment, DAF</p> |
| 13. How are parents currently involved in your setting? |
| <p>Open-door policy</p> <p>Regular newsletters</p> <p>Parent/Carer feedback form used to gather views</p> <p>Parent/carers involved in planning individualised SEN Support Plans and their reviews</p> <p>Online secure journal (e.g. Tapestry)</p> |
| 14. Are the following documents available for guidance on your setting website or on request? |
| <p>Inclusion Policy</p> <p>Equality and Diversity</p> <p>Safeguarding Policy</p> <p>Complaints Procedure</p> <p>Personal Care Policy</p> <p>Behaviour Policy</p> |
| 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 |

Dyspraxia
Downs Syndrome
Cerebral Palsy
Epilepsy
Global Developmental Delay
PICA
Physical and /or Complex needs
Speech, Language and Communication Difficulties
Sensory Processing Difficulties
Asthma/Allergies
Dietary Needs

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:

09/05/2023