

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

Our Lady's First Steps Pre-School

Type of Provision/Setting:

Day Nursery/ Full Day Care Nursery

Number on Roll:

123

% of Children with SEND:

10.5

Date of last Ofsted:

October 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
- Halton SENDIASS
- GP
- 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

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
- 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 would not share observations and assessments via social media as we always share these observations and assessments verbally (face to face or over telephone) or by written reports given to parents/carers for review etc..

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
- Setting have received HHEYs accreditation

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

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

- WellComm screening/assessment
- Communication Friendly Spaces accreditation
- ICAN accreditation
- Solihull training
- Mindfulness and Emotional Wellbeing training
- Makaton training
- Autism Awareness

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

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

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

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
- Sensory resources available/ access to sensory room

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

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

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

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

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

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
- Dyspraxia
- Downs Syndrome
- Cerebral Palsy
- Epilepsy
- Global Developmental Delay
- Hearing Impairment
- Visual Impairment
- 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
- Gastrostomy tube training
- Tracheotomy Care

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:

28/06/2023