

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

Vicarage Lodge Preschool Community Playgroup

Website or social media details:

<https://www.vicaragelodgepreschool.com/>

Type of Provision/Setting:

Pre-school

Number on Roll:

28

% of Children with SEND:

2%

Date of last Ofsted:

30.10.2018

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

Key persons will gather as much information from you when your child starts with us and use this along with their own observations, progress checks and developmental checkpoints. This will usually alert us to any concerns, and we will discuss these with you at the earliest opportunity. However, you are free to raise your own concerns with us at any time.

Discussions with outside agencies will never take place without parental consent.

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
- Health Visitor

Comments

Parents and carers are always welcome to come in and talk about their children and any concerns they may have. This could be with their key person, the SENCO or any other familiar member of the team. Further support can be found on Halton's Local Offer website.

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

Our staff are kept up to date with relevant information, either through individual training or training cascaded from managers/SENCO. All staff are competent in using their professional knowledge and discussions with yourselves, along with regular observations and progress checks, will support the SENCO in creating a plan that is individual to your child, using relevant strategies.

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

Our observations are shared using the Tapestry app and we hold 2-3 parents' evenings each academic year. However, if there are concerns to discuss we will ensure that we arrange to speak with you as soon as possible. If your child has a SEN plan in place, we will discuss each plan with you, as well as a review at the end of each cycle. These are usually 3-monthly plans but can be changed should circumstances change.

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
- Setting have received HHEYS accreditation

Comments

As a setting, we have experience with many areas of need including speech and language, emotional, behavioural and physical. We are open to making the necessary adaptations to our rooms in order to suits your child's needs, as well as attending any additional and relevant training. We are keen to promote wellbeing and nurturing, having our own Zen Den for individual chill out time, emotional support and teaching and yoga/mindfulness activities.

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
- 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

Halton as a local authority has a great network of professionals who meet up regularly and share information and ideas to all SENCOs/settings. Depending on your child's needs, we can refer them to the most appropriate teams/specialists who will be able to come into setting to support us in offering them the best opportunities.

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

- WellComm screening/assessment
- Solihull training
- Mindfulness and Emotional Wellbeing training
- Autism Awareness

Comments/Other training

The SENCO at Vicarage Lodge is newly qualified at Level 3 but has undertaken other training courses along the way such as Neuroscience Champion/Self-Regulation in Early Years and Autism Awareness. They have also attended regular SENCO Workshop meetings, WellComm Lead meetings, SEN consortium groups and have developed some solid links with many other professionals.

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

All trips that we go on are risk assessed, and parents generally attend trips with us. We would check each trip setting is suitable for the needs of children with SEND. Our outside space is accessible to all.

9. How accessible is the setting?

- Access ramp
- All on one level, no stairs
- Enclosed garden for outside provision
- Large open spaces, corridors, outdoors areas
- Wheelchair accessible

Comments

We are a 1 room setting with low tables and chairs. Bathrooms have low sinks. Both indoor and outdoor areas accessible for wheelchair users.

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

We work alongside the Early Years team and their specialists to offer your child the best opportunities. Sessions are well structured and show definite routines. We have many visual aids and are happy to personalise them to suit your child's interests. Objects of reference are commonly used to support communication, and staff are gradually undergoing some basic Makaton training.

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 use all the information you provide us with in order to complete the relevant plans and assessments and liaise regularly with you. We can offer some flexibility for settling in such as parents/carers staying with the child for longer or shorter session times. These can be useful if your child struggles with transition times/changes in routine.

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

All transitions will include all relevant paperwork/information, as well as the option to meet new teachers face to face. By inviting new teachers in to our setting, they can see how the child plays in a familiar environment. Parents are always welcome to attend any meetings.

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

Any additional resources will be sought through professionals/agencies and any supporting funding will be applied for. This will be used to help your child on a day to day basis, through the purchase of extra resources or staff support.

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
- Online secure journal (e.g. Tapestry)

Comments

We hold regular stay and play sessions, coffee mornings/afternoons with themes (such as healthy eating, screen time), as well as parents evenings. We have an open door policy and provide termly newsletters on what the children will be taking part in. Each year, parents are sent a questionnaire, so we can gather their feedback on how we are doing. Observations are sent out via Tapestry, WellComm outcomes are given in person. Parents are always involved in SEN plans.

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
- Autism Spectrum Condition
- Downs Syndrome
- Global Developmental Delay
- Hearing Impairment
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health
- Sensory Processing Difficulties
- Asthma/Allergies
- Dietary Needs

Comments

The current SENCO is a former nurse so is happy to take on any new training that your child may require.

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/>

Name:

Erin Wallace

Phone Number:

01928 500004

Email address

vicaragelodge1a@yahoo.co.uk

Please enter the date form completed below:

05/09/2023