

# Childcare/PVI SEND Information Report

## Childcare Provider Details

### Select from drop-down list:

2024-2025

### Setting/Provider Name:

Beechwood Nursery and Preschool

### Website or social media details:

Facebook web page

### Type of Provision/Setting:

Day Nursery/ Full Day Care Nursery

### Number on Roll:

112

### % of Children with SEND:

14%

### Date of last Ofsted:

Pending inspection

## 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

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

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- Key person observations of the child's play, learning, development etc
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## 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

### Comments

We have regular WELLCOMM Screenings and tracking through Tapestry. We share with parents their child's progress reports from the tracking of the Tapestry and the WELLCOMM Screenings 3 times a year, March, June, and November and any intervention needed is also discussed and provided.

### 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

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### Comments

We also offer a communication diary on request for us to information share with parents and for paren

### 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

### Comments

We have regular parent stay and play sessions and regular staff training with outside professionals.

Additional resources are purchased if needed. We have 2 sensory rooms kitted out for children to access as and when needed, as well as use of the forest at preschool and also additional spaces to be used during small group time or 1:1 around nursery and preschool.

### 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
- 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

### Comments/Other services

We have monthly training as well as online training.

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

- WellComm screening/assessment
- Hanen
- Elklan training/accreditation
- Communication Friendly Spaces accreditation
- PECS
- Every Child a Talker (ECAT)
- ICAN accreditation
- Solihull training
- Mindfulness and Emotional Wellbeing training
- Makaton training
- Autism Awareness
- How to apply for an EHCP workshop

### **Comments/Other training**

We have had some training on PECS Stage 1 with our SENCO from our sister nursery based at Langdale road. We are hopefully looking to gain the Boxall Training this year as we have heard so much about it and it's positive outcomes.

### **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**

Parents are invited to take part in activities and trips outside the setting if they want to support their child.  
Senco will support children when they are needed.

### **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

### Comments

Preschool has an access ramp, nursery adapted on request.

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

Policy can be viewed within setting

### Web link:

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 promote areas for quieter time.

- We provide sensory equipment
- All staff trained and supported
- Strong links with outside support when required
- We offer parent support with appointments and paperwork for their child.

### 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 provide as many settling in sessions as parents' request, firstly with parents supporting their child, then with increasing settling in sessions without parent. We also provide a picture passport on request to support the child to get familiar with their new environment and familiar with practitioners.

### 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 provide picture passports
- Invite new provider/ Key person/ teacher into the setting to meet child and information share.
- We share information through phone calls and emails.
- We share information on Tapestry
- We set up a transition plan together
- We go to the new setting/school with them for support.

### 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 ask for parents input on the resources they think would be appropriate for their child when we go for funding. We also use recommendations from outside agencies and information from ALL staff supporting the child, as well as information from the SENCO's observations.

## 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
- WhatsApp/social media
- Online secure journal (e.g. Tapestry)

## Comments

We also provide

- Regular questionnaires
- Comments slips from stay and play regarding any ideas/suggestions
- Face to face meetings
- Parent information boards
- Phone calls
- Thorough handovers
- Coffee and catch up - Sometimes for own personal support
- Support for parents on courses for their child
- Emails, Tapestry - Parents can add their own observations
- Communication book
- Completing ALL ABOUT ME
- Raffles/fundraising
- Events evenings i.e. Bingo etc
- Modelling sessions
- Parents evenings
- Parents can spend time with their child in the setting
- Homework tasks
- WELLCOMM activities to do at home
- Preschool Graduation



**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
- Dyspraxia
- Downs Syndrome
- Cerebral Palsy
- Epilepsy
- Global Developmental Delay
- Hearing Impairment
- Visual Impairment
- PICA
- Physical and /or Complex needs
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health
- Sensory Processing Difficulties
- Diabetes
- Asthma/Allergies
- Dietary Needs
- Epi-Pen Training
- Gastrostomy tube training

**Comments**

We have also had some experience with the condition Trisomy 8, Children with missing chromosome and children with an extra chromosome. We have also had experience with a child with Angelman Syndrome, a child with Spina Bifida and a child with a spinal condition

## 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:**

Alison Beach, Bethany Hampson, Elaine Burrows, Jackie Egerton

### **Phone Number:**

01928 577855

### **Email address**

[Beechwooddaynursery@gmail.com](mailto:Beechwooddaynursery@gmail.com)

### **Please enter the date form completed below:**

14/02/2024