Special Educational Needs information and policy report

Detailing provision for children with special educational needs at St Marks Pre-school
The SEND Code of Practice 2014 requires all Early Years providers to publish information about their special educational needs and disability (SEND) provision. All policies and procedures at St Marks Pre-school are underpinned and informed by the following legislation:

- The SEND Code of Practice: 0–25 (2014)
- The Children and Families Act (2014)
- The Equality Act (2010)

We ensure that our Admissions Policy does not discriminate against children who have been identified with special educational needs or a disability.

How accessible is the pre-school environment?
The pre-school is housed in a single storey building, accessed via a ramp. One toilet is wheelchair friendly and has nappy changing facilities. The rooms within the building are all on one level, with both Blue and Green Dragons' rooms being spacious and light. The building is accessible via ramps both to the back and front of the pre-school.

What training have the staff supporting children with SEND had?
St Marks Pre-school's Special Educational Needs Co-ordinator (SENCo) is a Qualified Early Years Teacher with a SEN NFCE Cache level 3 qualification.

St Marks Pre-school's SENCo is responsible for ensuring that individual children's needs are identified, and appropriate support is in place to ensure that every child can make progress. Her role is to support children with special educational needs, their families, working alongside supporting agencies. She is also tasked with supporting the practitioner team to understand and develop appropriate approaches and strategies to support children with additional needs.

The Pre-school Manager has a broad range of experience of supporting children with special educational needs through previous experience within the Local Authority supporting children with additional needs.

The pre-school ensures that practitioners are trained to support children with asthma, severe allergies and administer epi-pens as appropriate. The practitioner team are trained to deliver the BLAST (Boosting Language, Auditory Skills and Talking) programme and Talk Boost and are experienced in using the Speech and Language Communication Tracker to identify need. The Pre-school engages a small number of Support Workers to work with children with SEND. The pre-school team has experience of working with children with physical needs and social communication difficulties.

What specialist services and expertise are available or accessed by St Marks Pre-school?
Our SENCo liaises with a range of outside agencies with specialist expertise, which include:

Speech and language therapy, Occupational Therapy/Physiotherapy, SENSS (Special Educational Needs Support Service), John McNeill District Specialist Centre, Early Years Inclusion Officers, SEND Lead Workers as well as specialist nurses and paediatric consultants as required.

What type of experience does St Marks Pre-school have in supporting children with additional needs?

The practitioner team has had experience in supporting children with additional needs that include: speech and language; social communication and Autistic Spectrum Disorder; Downs Syndrome; physical disability; and hearing impairment and epilepsy

What is the breakdown of children within the pre-school with SEND?

The pre-school predominantly has several children at SEN support level at any one time. These children may be receiving boosted support from the practitioner team or targeted support from outside agencies. The setting is experienced at developing My Support Plans and making EHCNA (Education Health and Care Needs Assessment) requests for children needing additional support as they move forwards to primary school.

How does St Marks Pre-school know if my child might need extra help and what should I do if I think my child may have SEN?

Ongoing observational assessments are made of all children, the findings of which are linked to 'Development Matters' which is linked to the EYFS (Early Years Foundation Stage) curriculum. Every child's progress is monitored throughout the term and assessed at the end of each term. This process supports the practitioner team in identifying children's individual needs. Following discussion about these needs with the SENCo, further focused monitoring tools may be implemented, e.g. Wiltshire Graduated Response to SEND Support document (WGRSS), Speech and Language Communication Tracker to clarify areas of need and enable next steps or supporting strategies to be identified and implemented.

Parents will be involved in this process at an early stage, but if a parent has any concerns about their child's learning and development a parent can discuss these initially with their child's key person.

How will the St Marks Practitioner team and I know how my child is doing? And how will you help me to support my child's learning?

Baseline starter assessments are completed within 2–3 weeks of your child starting at St Marks Pre-school. Two-Year Checks are completed for children between 2 years, 3 months and 2 years, 6 months and, as appropriate, shared with the Health Visitor. Practitioner reflections and parent chats are offered twice every academic year and Summative Assessments are shared in term 6 of the academic year. These assessments provide a summary of a child's learning and development at a point in time. Parents are invited to contribute to all their child's assessments.

Overall progress is tracked by each child's key person and shared with the management team. Close monitoring of progress enables any delay in a child's learning and development to be identified at an early stage.

Your key person will be able to signpost you to helpful websites, provide information leaflets with top tips and offer supporting resources for you to use at home with your child, e.g.:

- Story sacks
- Hands-on boxes
- Number sacks
- Activities to support communication skills

How is the decision made about what type and how much support my child will receive?
The SEN Code of Practice (2014) emphasises the importance of identifying the needs of children at an early stage, providing high quality provision and focusing on inclusive practices.

St Marks Pre-school adopts a staged approach to supporting children with SEND. The type of support offered to your child will be initially informed by the observation process that is implemented by your child's key person. Observations are linked to the development matters in the EYFS curriculum. Parents are encouraged to contribute towards ongoing assessment.

Additional monitoring tools may be implemented such as a Speech and Language Communication Tracker, ABC chart or sensory integration profile. The Wiltshire Graduated Response to SEND Support document (WGRSS) may also be implemented to help the key person and SENCo to identify, assess and record the needs of children requiring special educational provision as well as supporting the planning of appropriate provision.

At all stages, partnerships with parents and other professionals involved will support the decision-making process, considering levels of support, how the support may be best delivered as well as contributing to Individual Education Plans (IEPs).

What support is there for parents/carers?
The pre-school practitioner team look to signpost parents to appropriate supporting agencies or information websites. Parents can access the Wiltshire Local Offer, which describes the range of services and support for children and young people aged 0–25 with Special Educational Needs and/or Disabilities (SEND) at https://www.wiltshirelocaloffer.org.uk/.

Approaches and supporting strategies that the team feel are effective with your child at pre-school will also be shared with you.

Our pre-school SENCo is also able to offer advice about other professionals who may be able to offer support to you at home, e.g. Health Visitors, Portage Workers, Children's Centre, Home Start Workers.

How will the setting support my child?
Your child will be supported through:

- Implementation of IEPs (Individual Education Plans) either developed by the SENCo and key person or through targets recommended by specialist agencies.
- Referrals to outside agencies for expert support.
- Accessing additional funding to provide for training, resources or additional practitioner support.
- Risk assessments to ensure that your child is safely included at pre-school.
- Provision of appropriately supportive equipment.
- Adjustments to activities, routines and resources.

Can my child's dietary requirements be accommodated if they have a special diet?
Parents are requested to send a packed lunch for their own child each day. The pre-school requests that the contents reflect the setting's healthy eating policy but respects individual dietary needs. Information is gathered from parents during settling sessions about dietary requirements, allergies and cultural expectations about acceptable foods. These are all taken into consideration when the practitioner team are considering snack choices, resources for activities and food for any celebrations, such as end of term parties. The pre-school has a 'nut free' policy.

What support will there be for my child's wellbeing?
Every child is allocated a key person whose role is to develop trusting and sensitive relationships with their key children and their parents. A buddy key person is also allocated to offer support for when/if your child's key person is unavailable.

Every child is offered a graduated settling that is bespoke to them, enabling children to build up familiarity and confidence by building up their attendance slowly if needed.

The pre-school practitioners work to ensure that all children are fully included by adjusting the activities and resources that are presented. Children are supported to feel like they can achieve through appropriate goal setting and adult support.

Small group activities are implemented by the practitioner team to enable children to build up links with their peers in structured situations. Targeted activities are most often implemented in the main rooms and with other children involved.

If children are tired, they are invited to settle quietly in the book corner or quiet area where there are lots of soft furnishings. If a child needs to sleep, a sleep mat can be provided in the quiet area.

How will the pre-school prepare and support my child to join the setting and transfer to a new setting?
St Marks Pre-school offers a comprehensive settling in plan that includes a home visit and settling-in session prior to your child starting with us. Your child's allocated key person will spend focused time with you and your child, giving you the opportunity to discuss any requirements, share details of your child's needs and any outside agencies or other Early Years settings that are involved. This time also allows for the key person and your child to begin to get to know each other. A photobook of pre-school is provided to further help your child familiarise themselves. Following this, the settling period is very much led by you and

your child, with support from the practitioner team. This flexible approach is implemented to ensure a positive start for your child at St Marks Pre-school.

Transition to school is supported through regular visits to Wyndham Park Infants' School throughout the academic year, particularly in the summer terms. St Marks Pre-school fosters good relations with other schools in the area, welcoming teachers into our setting. With parental consent, a transfer document is shared with your child's primary school, which will detail your child's levels of learning and development as they prepare to leave pre-school. Up-to-date IEP documents will be also be shared with parental consent.

Where a child with SEND is moving on to school, St Marks Pre-school's SENCo looks to arrange a transition meeting with you and the SENCo/Reception teacher. This meeting enables key strategies and ideas for supportive resources to be shared, consideration of the level of support your child may require as well as planning additional visits into school to support a smooth transition.

Communication: how will the pre-school keep parents/carers informed?
Parents are offered daily opportunities to communicate with their key person at pick up or drop off times through an informal chat. Home/pre-school communication books can also be used to communicate with parents whose children may be dropped off/collected by a carer. The Pre-school SENCo is also available to liaise with parents on a daily basis either face to face, by telephone or email.

The pre-school keeps parents up to date with events through termly newsletters, emails and Facebook. Individual children's progress is shared on a termly basis with parents during scheduled 'Parent Chats'. IEPs are shared and agreed with parents on a 6–8 weekly basis. For children with additional needs, small multi-agency meetings may be convened to consider progress and what next steps the team around the child could offer focused support to.

How will the curriculum be matched to meet my child's needs?
St Marks Pre-school's curriculum for all children is led by levels of learning and development captured through key person observation. Children's interests and needs are reflected in activities that are based on the next steps that will help children achieve individual targets.

Your child's key person and the Pre-school SENCo will work together to ensure that the activities presented are suitably differentiated to enable your child to be involved and feel like they can achieve. With parental consent, advice from outside agencies will be sought, e.g. from an EYIA (Early Years Inclusion Adviser), and recommendations about delivery of the curriculum will be implemented.

Who do I alert and how if my child is not getting the support they need?
If you feel that your child is not getting the support they need, in the first instance you should approach the Pre-school Manager and/or the Committee Chair. If you feel that support levels are not satisfactorily addressed, then parents can contact:

The SEND Team: 01225 712620

The Early Help Team: 0300 456 0108

Wiltshire Parent Carer Council: 01225 764 647

How are the setting's resources allocated and matched to children's SEN?
St Marks Pre-school has a wide range of resources available within the pre-school that can be used to support a wide range of children's needs. More specialist resources are allocated and matched to a child's needs when identified by the key person and/or SENCo following continuous observation and monitoring. Resourcing may include:

- Practitioner training to support the needs of an individual child.
- Requesting Inclusion Support Funding (ISF) as a contribution towards training, resources or additional practitioner support for individual children.
- Requesting supporting equipment from the SENSS team.

How will my child be included in activities outside the classroom, including school trips?
Your child will be included in all outside and off-site activities. Risk assessments are carried out as appropriate and parents will be included in the arrangements for any off-site visits as necessary. Other considerations such as additional practitioner support/parent help, equipment or medication will be planned to ensure that your child is safely included.

What type of complaints did St Marks Pre-school receive in the last year?
The pre-school did not receive any complaints in the last year. Any parental concerns raised are addressed by the practitioner team and/or responded to quickly by the Pre-school Manager, with any agreed actions being implemented.

Who can I contact for further information and how?
The Pre-school SENCo can be contacted by:

email: senco@stmarks-preschool.co.uk

telephone: 01722 330382

in writing: St Marks Pre-school, Somerset Road, Salisbury, SP1 3BL