

Yapton Community Preschool:

Send Information report

Ofsted number: EY343682

- 1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?**

At Yapton Preschool you can speak to any of our staff if you have any concerns about your child. However, Lindsey Cooper is our dedicated co-ordinator for Special Educational Needs and Disabilities.

If your child has an identified special need before joining our setting, please let us know and we can make necessary adjustments if needed. Your child's key worker will work with Lindsey and will monitor and review your child's development and progress in the setting through the Early Years Foundation Stage (EYFS) framework and SEND Code of Practice.

We work very closely with other professionals such as health visitors, speech and language therapists, educational psychologists, early help, inclusion team, early transition teams and other healthcare professionals to ensure that your child is given appropriate support and that we provide the very best care and educational opportunities for your child.

If any concerns are noticed, we will carry out a series of observations at different points to enable us to get a better understanding which we will share with you. Depending on the outcome of these, we will seek further advice if necessary and prepare next steps.

- The key person is your initial point of contact if you need information about services available.**
- Every child with concerns will be given a Pupil Profile that highlights their strengths, interests and needs – and will be reviewed regularly.**
- Our Preschool is a safe place where your child can go to be quiet and free from any distractions.**

- We ensure that there is a positive 'Transition Pathway' that will support transitions within the setting/school and when your child moves on to their School.
- We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.
- We listen to your child's views, we take into consideration that children have different ways of communicating and we will need appropriate strategies to support them.

2. How will the setting staff support my child?

Your child's key person will develop a strong bond with your child, which starts with short settling visits enabling them to adapt to their new environment; and we will work with you to ensure your child is happy and settled at Preschool.

We ask parents to fill out an all about me form allowing us to get to know your child as much as possible and if there is anything they need support with we can do so.

Lindsey has a range of experience helping children with different needs and will be on hand to support other staff when needed.

The key person and SENCO will work with you to ensure that you are closely involved at all stages and will also liaise with a wide range of professionals where appropriate.

The staff also receive regular training and keep up to date on policies and procedures to enable us to provide the best care for your child.

We are flexible to attend further training to support other types of needs.

3. How will I know how my child is doing?

You will be given feedback on your child's progress via communication on Tapestry, in person, phone calls and emails. Your child's online learning journey will be available for you to access at all times. We are available for meetings respond to emails and phone calls regarding development at anytime from 8;30am to 3;30pm Monday to Friday. We send out newsletters to keep parents informed of developments within the setting and have a notice board where further information can be found.

4. How will the learning and development provision be matched to my child's needs?

Through the EYFS curriculum we will observe and assess your child and then plan their learning and development around our observations and the child's interests.

If we feel a child needs extra support from the EYFS we will focus on meeting early support first which allows the intentions to be met in smaller steps.

We will follow advice from other professionals on how to support your child's particular needs and the Preschool will ensure that training is accessed for staff, where possible, to support your child's learning.

It is our ethos and the EYFS requirement to treat each child/family as individuals. The key person and SENCO will ensure the environment; routines and activities always support your child's individual needs.

5. What support will there be for my child's overall wellbeing?

We will involve other professionals (e.g. occupational therapist) to ensure that we support your child in all areas of their development. We will support you and your child with toilet training, and any issues regarding eating, sleeping etc. The Preschool is fully equipped with changing mats/potties etc.

If your child has any specific medical needs our staff will undergo any training – e.g. epi pen training. We will administer medication prescribed by a hospital paediatrician or GP.

All staff have a positive approach to all children's individual learning and development and are sensitive to their needs. Unwanted behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's positive behaviours. All staff follow a positive behaviour policy and encourage this throughout the day.

The key person approach allows us to provide the best care for your child, the same staff will be with them allowing them to become more comfortable in their environment and know the best ways of meeting their needs.

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

We have good links with our local agencies, and we work with a wide range of them such as occupational therapists, physio-therapists,

speech and language therapists, health visitors, early help and CDC ect.

We also have a good relationship with the local schools, utilising the early years send transition team and inclusion team. This will make the process of moving to a new school much easier for your child.

7. What training and/or experience do the staff, supporting children with SEND, have?

All staff have experience with working with children with a variety of different needs. We have in house training to continue to develop the staff's knowledge and understanding and seek further training when necessary.

We carry out in house training for all staff and attend new training courses as required. This allows us to be able to meet the needs of the children more effectively.

8. How will I be involved in discussions about and planning for my child's learning and development?

Parents are involved from the initial visits to register their child at the Preschool. The child's strengths, needs, likes, dislikes are discussed. Parents are encouraged to share information at this point and throughout their time at the Preschool about the individual needs of their child and any agencies/professionals involved.

Parental permission is sought before liaising with any outside agencies.

If outside professionals come in to see your child, we try to organise a meeting at the end of that visit for a brief discussion. If this is not possible, any reports are always copied and given to you.

Parental consent is always obtained before we refer to any outside agencies.

9. How accessible is the building / environment?

We are based on the grounds of Yapton Primary School. We are a cabin with steps into the buildings. Unfortunately, at the present we do not have wheelchair access, and we have steps leading to the entrance.

We have a vast range of resources and equipment at a variety of age levels, and the preschool is split into two rooms, Caterpillars, 2-3 years and Butterflies 2-3 years

Our garden has a rubber all weather surface, a tarmacked area, with two large covered areas to aid access all year round, we have an outside learning cabin, and large play equipment.

We do not have a disabled toilet with wheelchair access.

We provide multi-sensory experiences as part of our core provision. We offer an inhouse lending library for our children.

We use a variety of visual and auditory aids.

We endeavour to offer quality support for our parents and children with additional language, posters, signs, books ect.

10. How will the setting prepare and support my child with transitions between home, settings and school?

If your child receives care from any other setting (e.g. another nursery or a child minder) we will work with them by sharing information when necessary.

When it is time for your child to leave us to start school, we will contact the new setting and invite them to visit your child at pre-school. During this visit the teacher or key person from the school will meet and play with your child and discuss their development and progress with their current key person.

11. How will Yapton Community Preschool resources be used to support children's special educational needs?

All equipment and toys are moveable and can be made accessible. They are age and stage appropriate.

A delegated budget will be used to purchase equipment needed for specific needs. Any additional funding will be used on resources and staffing to further support children with SEN.

We will work alongside specialists for advice on activities and experiences we can provide to support any children with SEN.

We are also a very inclusive setting and have a range of resources/strategies in place to support children with a range of needs e.g. moving furniture and making toys accessible to support a child walking with a frame.

12. How will preschool support my child's emotional well being?

At Yapton we work on a dedicated programme supporting children's

emotional wellbeing, using the Colour Monster literature and the Zones of Regulation to educate and inform on their own emotional content. We have visual aids such as now and next, emotions cards, a large range of varied literature, fidget toys, calming toys and a feelings corner in both rooms. Talking time is a great way to help children explore safely their feelings and emotions in a space they are comfortable and safe in. Emotional well being is a large part of our curriculum and something we build into everyday.

For more information please contact Lindsey Cooper on yaptonpreschool@hotmail.co.uk or 07906 461624