



Dinton
Pre-school

Special Educational Needs (SEN) Report

Detailing Special Educational Needs and Disability Provision at Dinton Pre-school.

Since the introduction of the SEND Code of Practice: 0-25 in 2015, all schools and Early Years Settings are required to publish information about their Special Educational Needs and Disability (SEND) provision. In Wiltshire, this will form part of a Local Offer, details of our provision and other schools and agencies can be found at www.wiltshire.gov.uk/local-offer-early-years

All policies and procedures at Dinton Pre-school are underpinned and informed by the following legislation; [The SEND Code of Practice: 0-25 \(2015\)](#), The Children & Families Act (2014) and The Equality Act (2010).

We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability. Please refer to our Supporting Children with Special Educational Needs and Disabilities policy and our Admissions Policy.

Who is the Special Educational Needs Co-ordinator (SENCo) at Dinton Pre-school?

Our SENCo is Fay Dent. Fay has many years of experience in working with SEND children their families and outside agencies. Fay has a BA in Early Years Education and is qualified in BLAST (Boosting Language, Auditory skills and Talking) and ECAT (Every Child a Talker) programmes as well as Makaton, and attends regular training on Behaviour Management, Speech and Language Support sensory and Physical development. Fay has responsibility for ensuring that the individual needs of each child in the setting are met through our inclusion policies and procedures and that children are meeting individual targets in order to progress.

You can contact our SENCo by Telephone on : 01722 716011, by email:enquiries@dinton-pre-school.co.uk or writing at: Dinton Pre-School, Park Farm, Teffont, Wiltshire SP3 5RR.

How does Dinton Pre-school know if children need extra help and what should I do if I think my child may have Special Educational Needs or Disabilities?

At Dinton Pre-school each child is designated a key person. Their role is to develop trusting and sensitive relationships with parents and children to allow information to be shared respectfully. If you have any concerns about your child's development you can discuss these with our SENCo Fay Dent or your child's key person.

Reports from professionals such as Health Visitors, Paediatricians, Speech and language Therapists and Physiotherapists, will identify your child's individual needs. We welcome parents and professionals sharing these reports in order for us to plan appropriately to meet these needs.

Ongoing observational assessments are made of all children and are linked to the Development Matters ages and stages of development within the Early Years Foundation Stage Curriculum. At the end of each half term all children are monitored to ensure they are progressing in every area of learning and development. This in some cases identifies individual needs and along with observations will be discussed with the SENCo, who will then discuss this with you, and plan to support your child's learning and development.

Our setting SENCo will provide support and advice to your child's key person and other staff in the setting and will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. The Pre-school can seek support from the Early Years Inclusion Advisor or SEND team at Wiltshire Council with your permission.

How will you support my child?

Before your child starts at Dinton Pre-school we will invite your child to a complimentary taster session, this will give the opportunity for both you and your child to get to know us. This time also helps to build a picture and gain information about your child.

We will ask you to complete a Unique Child form, which will go into your child's learning journey, this will help us to share information about your child's strengths and needs, and will provide us with a starting point of your child's progress. At the taster session you will be able to discuss with the Manager or SENCo any concerns or requirements your child may have.

We will work with you to support your child together, listening to you and your child. Our SENCo will explain how children's individual needs can be met by planning support using an Individual Educational Plan (I.E.P) and advice from any outside agencies, the SENCo will also explain who may be involved and their roles. Your child's key person would oversee the targets on the Individual Support Plan and use observations, assessments and evaluations to contribute towards them.

We will work in partnership with you reviewing targets, and planning new ones together and give ideas to use at home to support your child. If we both feel that we need to provide further support for your child then we may complete a 'My Support Plan' for your child, which is a child-centred and outcome focussed approach to your child's learning and development. If a child's needs were to increase further we would contact the Wiltshire Council 0-25 SEND Service who would assign a SEND Lead Worker to your child, they would arrange to meet with all those involved with your child when a decision would be made whether to request an Education, Health Care Plan assessment (EHCP).

How will the curriculum be matched to my child's needs?

Through ongoing observations and assessments, your child's key Person will plan activities based on next steps which will help your child to achieve individual targets linked to the Early Years Foundation Stage Statutory Framework, these targets will work alongside any Individual Support Plan targets given. In addition all children have a learning Journey; this will contain information/pictures from home, written observations and photographs, samples of your child's work and summative assessments.

Your child's key person and our SENCo will work together to ensure that the environment, routines and activities support your child's needs, and that they communicate with the rest of the staff to provide consistency and understanding within our team.

We will ask for copies of assessments from other professionals before your child starts, and advice from outside agencies may be sought, with your prior permission. Fay Dent will monitor and analyse progress of children within the setting to address any areas of weakness. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Assessment systems are in place such as the 2 year progress review and summative assessments of all children, linking next steps for both to the Early Years Foundation Stage Framework. Assessments are completed each term, which along with discussion with your child's key person will provide information on how we will support the next steps in your child's

development. Six week reviews for Individual Educational Plans are completed, 'My Support Plan' and 'My Plan' review meetings are held regularly.

We are a welcoming and happy setting, we have daily opportunities when you are able to tell us of your child's progress and this also gives the opportunity for two way communication between us.

Newsletters are given to parents regularly and information is displayed on our noticeboard, and details of our activities are displayed outside each class door enabling you to support your child's learning.

What support is there for my child's overall well-being?

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. We are flexible in our routines to provide a positive environment for your child's needs.

Health Care Plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescription medication then you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form, after each dose at the end of the session.

All staff are vetted and a vigorous recruitment process is in place. Fay Dent is the Designated Safeguarding Lead and Alison Hope-Jones and Polly Swannell are the Deputy Designated Safeguarding Leads, who attend regular conferences and training. All staff are trained in First Aid and Safeguarding.

Policies and procedures are available for parents in our conservatory and on our website.

Activities will be adapted to ensure your child is able to interact fully with the environment, visual strategies such as visual timetables and now/next cards are used to help children understand routines. Our book corners in each room provide a quiet area to retreat, if your child is feeling tired or needs some quiet time.

We are aware that some kinds of undesirable behaviour may arise from a child's special needs. We will refer to our Positive Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. For further details please see our policy.

What specialist services and expertise are available at or accessed by our Pre-school?

Fay Dent has been our SENCo since 2011, she has gained a BA degree, specialising in Early Years and is very experienced in working with children with Special Educational Needs. Her own son had some learning difficulties, which has provided Fay with a great deal of knowledge and understanding, particularly with Speech and Language services and Occupational Therapy as well as processes for SEN support in the Early Years and transitions into Primary school.

All staff are experienced in working within the Early Years age group and understand Child Development. Staff have accessed specific training on Positive Behaviour Management and Speech and Language Development. We attend regular training and have worked with

children on the Autistic Spectrum, Global delay, Sight Impairments, Down syndrome, Speech and Language difficulties, Physical developmental delay and ADHD.

Many of our staff are trained in Makaton a form of sign language and all children are encouraged to use this as much as possible in our daily routines.

Our setting endeavours to cater for children from other cultures and religions and has multi-cultural resources within our setting. We value and respect others beliefs and visual support if given such as communication books, photos and visual timetables.

Allergies e.g. nut and dairy are identified from an initial registration shared with staff and posted in the each classroom for all to see.

We have links with our local Children's Centre and can sign post you to support which is available through them such as drop in Speech and Language sessions.

We have close links with our link Health Visitor, link Speech and Language Therapist and Early Years Inclusion Advisor. Any of these outside agencies can offer advice and support to our practitioners or parents. Parental agreement will always be obtained before any outside agencies become involved with any individual child.

How will my child be included in activities outside Pre-school such as day trips?

Any class visits or trips would be inclusive to all children. We will endeavour to include parents/carers in the planning off site to identify the needs of the child. All parents are invited to join us on our trips. A risk assessment would be carried out prior to the visit. We would also take along any aids or medication your child may need.

How accessible is the Pre-school environment? (Indoors and outdoors)

We have a large number of outdoor spaces which are accessible from the inside with limited steps and a ramp at our meeting room entrance.

We provide multi-sensory activities as part of our planning and we will seek suitable equipment or adapt equipment and facilities to support children with special educational needs.

Additional funding may be obtained by the setting to help us meet your child's needs. Regular risk assessments are carried out across all areas to ensure our environment is safe and secure.

How will Pre-school prepare and support my child to transfer to a new setting/school?

Our Pre-school offers each child a settling in session prior to your child starting with us, this will give you the opportunity to discuss any requirements, share with us details of your child's needs and the involvement of other agencies and also to agree with you a consistent approach to ensure the continuity of care for your child. Additional sessions can be arranged if required.

Staff and children make visits to local schools where possible. We have good relationships with schools in our area and welcome teachers coming into our setting to get to know the children transitioning into their reception classes. Towards the end of the summer term all children moving on to Primary school will have a transfer to school assessment completed by their key person. This will be discussed with parents and then forwarded to your child's school.

Your child's learning journey, IEP's and any other information that may be relevant will be passed on to the new setting.

If any outside agencies have been involved or if there is a My Support Plan or My Plan in place a team around the child meeting will be held to discuss your child's strengths and difficulties with their new school, this will enable support to be put in place prior to the child starting.

How are Pre-school's resources allocated and matched to children's special educational needs?

Staff training is provided when required and Inclusion support funding can be applied for to support children in the setting, if required.

We have a wide range of facilities and resources within our setting, which can support all children's learning and development.

How is the decision made about what type and how much support my child will receive?

The current code of practice emphasises meeting children's needs by ensuring their individual needs are met appropriately, in order for them to achieve.

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you and the child's key person, the SENCo will identify what support is required. Extra support will be put in place if necessary.

Ongoing partnerships with you and any other professionals involved will support the decision making process and to plan targets on IEP's. Through regular observations we can track your child's progress.

Our SENCo will give advice on meeting your child's needs within the pre-school in consultation with you and other professionals where necessary, with your permission.

Reports from professionals, who are working with your child, will be used to plan support within the setting. All staff working with your child will know their strengths and needs and how to support them.

How are parents involved in Pre-school? How can I be involved?

We value parent's contributions to our setting and ask for feedback during your child's time with us. We have meetings, both formal and informal, which provide opportunities for you to discuss your child with us and for us to work together.

We hold regular stay and play sessions in our log cabin and invite parents to attend. Parents can email or telephone with any concerns or information when unable to come into the setting.

Who can I contact for further information?

The Pre-school Manager/SENCo or your child's key person are available in sessions, if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child such as Health Visitors, Speech and Language Therapists, Portage and the Local Children's centre.

Local Children's Centres have Family Link Workers, who can support families with all processes at home and within the setting. They can help with forms, computer/internet access and guidance in when to access support and funding.

What type of complaints did we receive last year?

We received no complaints last year 2020-2021. Our complaints policy is available on our website and in the setting.

How many children are SEN within Pre-school?

We currently have 32 children on roll. 2 children have SEN support.