

Barnby Dun Pre-School Partnership

Brief description of the setting

We are located in the quiet village of Barnby Dun. We have a spacious indoors and large, secure garden which accommodates 40 children per session with ages ranging from 2 years to 4 years.

We pride ourselves on creating a family friendly environment with highly skilled, experienced staff

How we identify if your child may need additional help and/or has special educational needs (SEN)

We baseline your child on entry and then regularly observe to track learning and development to ensure we are meeting their needs.

We can quickly identify additional needs and put into place early interventions.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

We see parents as a child's first educator and a valued part of our setting. We expect to build positive relationships and work closely together with all parents.

The Owners start this by attending our parent and toddler sessions around Easter time, this is followed in July by inviting parents to an informal parents evening where we share our policies and procedures and parents meet their child's Keyworker to start building positive relationships.

If a parent identifies/shares a concern we can plan effectively to ensure a smooth transition in September.

Children have a phased intake in September with an induction morning where parents can stay for as long as their child needs them.

We operate an open door policy for parents to view their child's learning journey and share information with their Keyworker.

On our notice board we display what each Key group is working on including ideas to continue learning at home.

We regularly send home diary slips detailing information about the days activities.

We liaise with other providers where children are attending other settings.

How we will involve your child in the planning and review of their support

We listen to your child's views and act on them.

At the end of each session your child can suggest what activities they would like out for the next session, knowing that their voices will be listened to.

How we match the curriculum, teaching and learning approaches if your child has SEND

It is part of our everyday approach to be fully inclusive.

We differentiate our planning of activities on a daily basis to ensure this.

We use visual timetables if appropriate for your child.
Depending on your child's needs we offer teaching in small groups or on a one to one basis.

How we provide additional support if your child has learning needs

One to One Support
Small Intervention Groups
Outside Agencies if required

How we provide additional support if your child has social and communication needs

Talking group based on ECaT toolkit.
Refer your child to Speech and Language if necessary.

How we provide additional support if your child has physical, sensory and/or medical needs

We follow advice from Health Visitors and Pre School Inclusion Team as necessary.

How we provide help to support your child's emotional health and well being

We provide Small Intervention Groups to promote self confidence and emotional wellbeing.

How we promote developing independence

We promote independence every day by encouraging children to put on their shoes and coats/wellies.

We have Café and toilet routines which the children learn.

How we measure and review your child's progress against their targets and longer term outcomes

We have regular review meetings with the Keyperson, parent and SENCO.

We set manageable/SMART Targets.

We follow a step by step approach as per our policy.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We differentiate planning for resources and equipment in an already inclusive environment.

We ask parents if there are any activities they would like us to include.

We use visual prompts and timetables as and when required.

How we include children with SEND in the life of our setting

We offer floor and table height activities.

All children are treated equally, fairly and inclusively.
We have sensory play to enhance learning.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

SENCO and Owner regularly attend network sessions and feedback information at regular staff meetings to enhance skills knowledge.
The SENCO has more in-depth training.

External support and expertise we can call upon to help us to meet children's need

Health Visitors

Pre School Inclusion Team

Speech and Language Teams

Portage

How we prepare children to join our setting

Owners drop in to Parent toddler group to meet children.

We have a phased intake in September where children are introduced to their Keyworker.

How we prepare children to move on from our setting

As we have excellent links with the local primary school we use their sensory room and outdoor classroom to allow the children to become familiar with their next setting throughout the year. The children are also invited to special events e.g. watch the Christmas Nativity.

The Head and reception teachers visit pre-school to meet the children and parents who will be joining them in September. We use our "School Readiness" list which we developed with the local primary school. This is a list of what we together believe a child needs to know and be able to do for when they start school.

How we deploy our resources to meet the needs of children with SEND

Key person spends time with child to meet their needs.

If staff need extra training we will always try to arrange this.

Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.