

## Hatchell Wood Pre-School

### Brief description of the setting

- 3-4 year olds
- 24 Places available morning and afternoon (48 places in total)

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

- Through Assess, Plan, Do and Review
- Discussions with parents before child starts at setting (if existing additional needs known)
- Observations and Record Keeping

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

- Regular key worker meetings on child's progress
- Parents involvement in developing individual play plans
- Care plans written in conjunction with parents

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

- One to one work with the child
- Using child's interests when developing and planning activities
- Noting child's views and feedback (where appropriate) when evaluating an activity for next steps

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

- Taking child's abilities and developmental age into consideration when planning
- Using child's interests and capabilities to plan bespoke activities for the child's needs
- Children to have one to one support where required
- Workstations and personalised resources made available as required

### How we provide additional support if your child has learning needs

- Extra staff enabling one to one support
- Personalised resources appropriate to child's needs

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

- Extra staff enabling one to one support
- Personalised resources appropriate to child's needs
- Visual prompts within classroom

- Visual time tables
- Makaton used within setting for familiar words/sayings/songs

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

- Extra staff enabling one to one support
- Physical environment adapted to meet child's needs
- Stimulating resources (dark den etc.) for sensory needs
- Quite space/area

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

- One to one work with keyworker
- Support to reach attainable goals
- Praise and encouragement
- Recognition of achievements (certificates, badges, stickers etc.)

### How we promote developing independence

- Self-registration
- Personal hygiene (hand washing)
- Snack time (self-service, cutting, spreading, pouring)
- Putting on own coats
- Choosing own resources/activities
- Paint mixing

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

- Personalised play plans (personalised activities/evaluation/next steps)
- Individual tracking
- Group tracking (keyworker groups/cohorts)
- Planning and evaluation

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

- Physical environment adapted to meet specific needs (tables lowered or made higher for wheelchairs/special seating etc.)
- Accessibility for wheelchairs/frames
- Risk assessments of environment and resources
- Consultation with parents/other professionals/outside agencies

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

- All children are treated equally (inclusion policy)
- Acceptance of differences through education, role modelling and promoting equality regardless of abilities/differences

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

- All staff have undertaken basic SEN training
- Settings SENCO waterfalls information/training to staff at regular staff meetings
- SENCO works with coordinating and supporting staff and working closely with children with additional needs
- Training is sourced to meet staffs personal development and areas of interest
- Manager keeps updated on legislation and key information which is then discussed with staff

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

- Speech and Language therapists
- Physiotherapists
- Children's psychologist
- Portage
- School nurse
- Children's Centre
- Early Years Inclusion team
- Visual impairment
- Area SENCO

## How we prepare children to join our setting

- Taster sessions/open afternoons
- Consultation with parents (e.g. care plans drawn up with settings SENCO)
- Liaison with previous settings (where appropriate, visits to children's settings that they are already attending)
- Consultation with outside bodies/other professionals involved with child

## How we prepare children to move on from our setting

- Visits to setting from new teachers/setting staff
- Visits to classroom when transitioning into school (play sessions in new classroom with keyworkers and child's new teacher)
- Reception teachers invited into setting to see children and spend time introducing themselves and taking to the children.
- Walks around school visiting new classroom, dining hall, reception etc. meeting members of school staff who will be significant to them.
- Children allowed to take photos along with photos taken by staff to make up transition books for the children (these are for the children to take home over the summer holidays to familiarise themselves with new faces)
- Visual and audio book available in classroom with relevant staff members for transition into reception
- Discussions with children preparing them for transition into school

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

- Resources will be purchased wherever possible to meet child's requirements
- Borrowing/loan of resources from relevant professional bodies
- Adapting existing resources to meet child's needs

### Contact for more information

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