

## Tiddlywinks Pre-School (Bessacarr)

### Brief description of the setting

#### **Mission statement**

Is to provide a safe, nurturing and stimulating environment for children aged 2 up to 5 years, we are registered for 32 children at any one time.

To help develop their educational, social, emotional and physical needs.

#### **Our Goals**

- To provide a play and learning environment that supports children in developing their individual strengths and skills.
- Help children to develop problem solving skills.
- Help children of different age groups to manage emotions and behaviours.
- Provide age appropriate activities and support on-going relationships between children, their families and the pre-school staff.

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

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners will consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also add to inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

The setting when Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support :

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that our setting/practitioner will plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support will be family centred and should consider the individual family's needs and the best ways to support them.

Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support, as described in 'SEN support in the early years'. It may be necessary for the setting to test out interventions as part of this process, both to judge the effectiveness for the child and to provide further information about the precise nature of their needs.

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

Parents/Carers know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. The practitioner should also listen to and address any concerns raised by children themselves.

Practitioners will maintain a record of children under their care as required under the EYFS framework. Such records about their children is always available to parents and practitioner will include how our setting is supporting their child with SEN and disabilities.

We invite parents/carers and their child into the setting prior to the child starting for a pre-admission meeting to discuss, ensuring parents are closely involved throughout and that their insights inform action taken by the setting.

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

We involve all children with our enhanced planning by enabling them to choose a daily activity of their choice by using concrete objects from a basket, visual pictures on a wipe board and a discussion of what is available by the practitioner at the beginning of the morning and in the afternoon session. When children require additional support to make those choices we differentiate the activities to enable the

child to achieve the required outcome. We review as a team along with the children to allow them opportunity to express their feelings.

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

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. Our setting **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

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

Our setting ensures arrangements are in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. This is achieved through following the requirements set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is an aid for practitioners to help them to understand the outcomes each individual child should be working towards.

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

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

Speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas.

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

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support :

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Our setting takes necessary steps to ensure that children with medical conditions get the support required to meet those needs with regard to EYFS framework.

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

From within the setting practitioners will consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also add to inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

### How we promote developing independence

In the setting we promote a child's developing independence by continually working closely with parents/carers as partners with the child's appointed key person. Striving to engage and encourage their child to reach their own individual potential.

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

When assessing the progress of children in our setting, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and when the child turns five – which are detailed below.

#### **Progress check at age two**

When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary **must** highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

It **must** describe the activities and strategies the setting intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Health visitors currently check children's physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check.

The integrated review will:

- identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development
- enable appropriate intervention and support for children and their families, where progress is less than expected, and
- generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

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

We provide an environment in which all children, including those with special educational needs & Disability (SEND) are supported to reach their full potential. All staff are committed and understand their responsibility when supporting children with Special Educational Needs (SEN).

The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation.

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

- We are a publicly funded early years setting and therefore **must** promote equality of opportunity for disabled children focusing on inclusive practice and removing barriers to learning.

- We use of Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments.

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

The settings team of practitioners are alert through appropriate training and development to emerging difficulties and respond early.

The team are continually required to develop their own career development and also meeting the needs of the setting, to ensure we are meeting the wide range of children's needs within the setting.

- Makaton
- Autism Awareness
- SENCO
- Basic Awareness of SEN

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

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### How we prepare children to join our setting

#### **Inclusive Admission Arrangements**

- The pre-school follows the admissions policy.
- All children are admitted to the setting after consultation pre entry meeting between parents/carers, outside agencies etc. if child has already identified SEN.

Admitting a child to the setting from a family with English as a second language the setting will ensure your child's individual needs are met were possible

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

Our SEN support includes planning and preparing for transition, before a child moves into another setting or school. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. Our setting will agree with parents the information to be shared as part of this planning process

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

The setting at all times considers how best to use our resources to support the progress of children with SEN. Through careful planning, doing and reviewing **Plan**

When it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in

place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by our practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

Our practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with our setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by Donna Finnegan setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask our setting, to convene and hold the annual review meeting on its behalf.

### **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.