

<b>Setting Name and Address</b>	<b>2 to school pre school</b>		<b>Telephone Number</b>	<b>01772 780809</b>
	<b>Longridge C of E Primary School, Berry Lane, Longridge, PR3 3JH</b>		<b>Website Address</b>	<b><a href="https://www.2toschool.co.uk">https://www.2toschool.co.uk</a></b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<p>Over the last several years we have gained lots of experience working with children on the Autistic spectrum. We are familiar with using picture exchange cards. We are confident in using various behaviour strategies and all staff are consistent with this.</p> <p>In recent years we have worked with a wide range of outside agencies and have implemented their ideas and strategies into our daily practice.</p>	
		<b>X</b>		
<b>What age range of children does the setting cater for?</b>	<b>2-4 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Mrs Charlotte Lakeland (Deputy manager)</b>			
<b>Name of Person/Job Title</b>	<b>Mrs Joanne Hutchinson (Manager)</b>			
<b>Contact telephone number</b>	<b>01772 780809</b>	<b>Email</b>	<b>2toschool@gmail.com</b>	

# How 2 to school pre-school supports children with Special Educational Needs and Disabilities (SEND)

## **What our setting provides**

2 to school is a full day care setting which is run by a voluntary committee with charity status. The setting is open Monday to Friday, 8.00am – 5.30pm, 38 weeks of the year providing care for children aged 2- 4 years and are registered to take 24 children per session.

The manager along with the deputy manager are responsible for monitoring the quality of provision on offer within the Pre-School. The deputy also supports the manager in the overall running of the setting. The Pre-School manager is answerable to a voluntary management committee and Ofsted.

The setting supports children with special educational needs and/or disabilities. The setting currently employs five staff to work with the children, the manager holds a level 3 childcare qualification, the deputy manager holds a foundation degree, other practitioners also hold a level 3 childcare qualification.

At some point during each session the children are split into groups to carry out age appropriate activities.

Named members of our team are also responsible for supporting behaviour, parental involvement, a nominated safeguarding officer and a SENCO.

## **Accessibility and Inclusion**

The setting is situated on the grounds of Longridge C of E Primary School and is a single story building which is wheelchair accessible from one of two entrances/exits. The building is accessed via an intercom system linked to the main entrance. There is one large room and two smaller side rooms, one kitchen, children's toilets which are fitted with 3 small toilets 3 small sinks and an electric hand dryer, we also have a disabled toilet which is easily accessible and is also used as a changing room with facilities for disposing of nappies.

Although there is no immediate parking facilities, parents are able to use the School's church carpark and any available parking within local streets.

Within the setting all the provisions are accessible and we are willing to reorganise to meet the needs of children. The setting has small height tables and chairs and all resources are on a low level. Within the setting all of the resources are labelled with pictures and are easily accessible.

All of our information is displayed in our entrance hall this includes policies and procedures for the setting, a list of contact numbers and our Ofsted report. Inside the setting we have a large home from home board, for information sharing. Children and parents who have difficulty understanding are supported.

## **The rooms**

**Entrance:** Within the entrance area we have parent information boards, these contain information about the setting including some policies. They also contain information about activities and events in the local area. We are able to make copies of policies available electronically. There is a staff information board and key worker display for parents to make themselves familiar with.

Within the main entrance there is also a large sand pit for the children to access throughout the day, and children's personal coat hooks and drawers.

## **The rooms:**

The walls are painted cream and signs and labels are laminated of large print. All of our display boards are backed in hessian, this provides a calm and home like feeling. The floors are vinyl and carpet, rugs are used in some areas of the room to make comfortable areas for play and relaxation. The children's toys/resources and storage units are all at child height. Photographs and labels are displayed on the front of all the boxes so that it is clear what is in them. We provide resources to suit the needs of our children. Activities are differentiated to support all ages and stages of development. The lighting in each room is soft and the lights are covered with light shades.

**Main room** - There is a large main room as you enter the pre-school, with 4 windows, one window has a black out cover on it and one has 2 small steps underneath for children to stand on to look out over the playground. There are lots of displays throughout the main classroom displaying children's work and abilities. Continuous provision is set out daily throughout pre-school with the areas being easily identified and accessible. The furniture consists of toddler sized plastic/metal chairs and tables. We have easy accessible storage units for children to choose/change toys and equipment as they wish. The reading area has a large book stand for children to choose a book and comfy seating for them to sit and read.

**Smaller room 1** – This room has a large white board which we use for a variety of activities - morning exercise, music and movement, maths and literacy work. We also use this room for our sleeping area we have 6 beds which are slightly raised of the floor and individual blankets. There is a window with a blackout blind and it also has blackout curtains

**Smaller room 2** – This room is our home corner there are wooden kitchen units eg, fridge, cooker, washing machine. There is a small wooden table with four wooden chairs for the children to sit at. There are also two small sofas with cushions, blankets and teddy's.

**Kitchen** – The kitchen is not accessible to the children and the door is always closed. In the kitchen we have three fridges, one for the children's pack lunch, one for the fruit and milk we provide at snack time and one is used for our staff lunches. We have a microwave to heat up lunches if requested by parents.

### **The Outdoors:**

The outdoor environment consists of a small barked and tarmacked area both with seating, there is also a water and sand tray and balancing equipment.

We are fortunate to have use of schools outdoor area which has a large and small playground, a large field, a small woodland area, a wooden story circle, a planting area and a small barked area.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

### **Identification and Early intervention**

When a child starts at the setting we take time to talk to parents and provide them with information on how learning is planned. Parents are also able to view some children's files who already attend the setting. Within the setting all staff have a role as a keyperson and are responsible for the learning and development of their individual children.

The keyperson is responsible for developing a good relationship with parents and children, keeping parents informed of children's progress, supporting home links, carrying out play experiences for children and completing each individual child's Learning Journey.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the deputy manager to make arrangements to be able to be released from the group at a convenient time

We use observation and assessment to plan for children's learning experiences. Planning informs us of the resources needed to further their interests and develop their skills.

We track children's progress from a starting point which we get from talking with parents, initial observations, 'All about me' and 'What to expect' information. Children are assessed against the Early Years Foundation Stage (EYFS) using a tracking system. At the end of each term the assessment data is collated and analysed to track and monitor progress for individual children and groups of children.

For children who are gifted and talented or require additional support we would provide further planned observations and talks would take place between the keyworker, parents and SENCO.

Our Special Educational Needs (SEN) policy provides the context for supporting children through these next steps, this is referred to as the Graduated Approach.

Another next step may be to ask the local authority inclusion teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a Request for Guidance and can only be undertaken with parental consent.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all the children (wave one), requires no support, Wave two for children who require a little bit of extra input in a specific area and Wave three for children who require more specialised or intensive intervention.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available to view in the setting.

## **Practitioners and Practice**

The setting works within the framework of the EYFS. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 2-3 age phase the prime areas remain significant but there is a emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

When planning work for children with special educational needs we give due regard to information and targets contained in the child Individual Education Plan (IEPs). All staff aim to establish good working relationships with all children, treating them with kindness and respect and follow our Behaviour Policy, using positive behaviour strategies.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the

developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use the iPad to take pictures of the things they have done in pre school, these can then be included in the child's learning journey.

Our learning environment is created with stimulating resources and displays to interest and engage children. We encourage children to access resources independently and to help to tidy away at the end of the session through a tidy up song. The setting holds parents evenings at least twice a year to inform parents of how their child is progressing.

We supply parents with a daily diary that keyworkers and parents communicate through on a daily basis. Parents are also able to speak to keyworkers on a daily basis when their child enters or leaves the setting.

Parents are always made welcome and encouraged to take part in activities at Pre-School. We also ask parents if they would like to share something that they enjoy doing e.g. baking or gardening. Parents are involved through using the home books and are encouraged to bring in pictures of the child's family.

## **Provision and Resources**

The setting provides resources that are developmentally appropriate for the abilities regarding the ages of the children. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development.

Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and manager. For some children it may be the case that at specific times of the pre school day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

## **Reviews**

We organise parent's evenings and stay and play coffee morning's , daily diaries are used on a daily basis as a two way communication tool about what the child has done or are going to do during their time in the setting, but also what they may have done while at home. All practitioners are available to speak to at the beginning and end of each day.

## **Transitions**

Once the parent has decided to accept the place at the setting and filled in the relevant paperwork they are then offered two one hour settling in sessions. Children can bring a comforter if this is required to settle them. On starting at the setting parents are asked to complete an 'All about me' booklet and children are given an initial keyworker who will work closely with the family and the child to help them settle, however the keyworker could change if the child forms a close bond with another member of staff.

When a child is transferring to a new setting or the next stage of education it is important that we support their transition. To do this we ask teachers to visit the setting to meet the child. If children are transferring to the local school we arrange story time once a week, to get them used to a classroom environment and the teacher. As soon as a child receives their acceptance letter for their new school, any SEN requirements will be brought to the attention of the teacher and a formal report is sent highlighting the strengths and needs of each child, alongside any action plans the child may have in place.

We would ask the setting if they could or if we could make a transition booklet (social story) to support the child's settling in and we would set up extra visits along with meetings. When a child with special educational needs starts at the setting we would update our Access Plan to suit this child's needs and on transition to another setting we would share the information with them to help them to continue support for the child and their needs.

We also carry out a risk assessment on the child's needs in the setting to support the child, other children and staff. When a child moves to a new setting we provide the setting with a report giving the child's stage of development in each area of the Developmental Matters and we would try to set up a face-to-face meeting talking through the child's likes and dislikes and their friendship groups.

## **Staff Training**

As a setting we have had input from various outside agencies to support the practitioners understanding of working with the children and we have used allocated funding to provide extra resource for children with additional needs. We are always looking to build on our professional development and always looking to attend courses to improve our skills in all areas.

All practitioners have Level 1 safeguarding training, first aid and Level 1 CAF. Management have Level 2 safeguarding training and managing behaviour in early years settings.

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. We can access support and additional information from our local Early Years Team and Preschool Learning Alliance for both staff and parents.

## **In summary**

- Parents can contact their keyperson or management to discuss anything about their child.
- Key persons are available at pick up and drop off times for discussion, however for lengthy or confidential conversations, appointments can be made.
- The manager is always available to speak to. We have a complaints procedure and information can be found in your welcome packs.
- Parents can phone 01772780809, e-mail 2toschool@gmail.com, or write in their child's daily diary to contact members of staff. If they are not available immediately they will always reply.
- All staff are involved in the care and education of your child, alongside yourselves as parents/carers and any other professional who can provide additional support for any additional needs.
- 2 to school Pre-School has an open door policy and parents are welcome at any time.
- Parents are given termly updates suggesting appropriate next steps and any progress made.