

PLAYWAYS PRESCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION

Playways Preschool is where children and parents/carers work together in partnership. It is our aim to provide learning experiences that are differentiated to meet the needs of each individual child. In doing this, we minimise the difficulties that children may experience. However, some children will experience greater difficulty than others and will need extra support to enable them to make progress. We recognise the need to identify emerging difficulties by:

- a) Monitoring and reviewing the progress made by children
- b) Responding to individual needs
- c) Overcoming potential barriers to access activities for learning

How will the Pre-school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Special educational needs and provision can be considered as falling under four broad areas :-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Playways Preschool a child is considered to have special educational needs if he/she has significant 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 recognises the importance of early identification and intervention, as well as the assessment and provision for any child with Special Educational Needs.

Kerry Sargent our Special Educational Needs Co-ordinator (SENCo) oversees the identification of children with special educational needs and the provision being made for them in the setting. If you are concerned that your child may have special educational needs, please make an appointment to meet with Kerry or your key person.

The key person will remain responsible for working with your child on a daily basis. The SENCo will support the key person in the further assessment of your child's development and learning, also the effective implementation of the support.

In judging whether a child has Special Educational Needs initial information required would include :-

1. Two year progress checks
2. Observation records
3. Assessment on a child's progress in communication and language, physical development and personal, social and emotional development
4. Parental Observations
5. Information from outside agencies (if appropriate)

How does the Pre-school evaluate the effectiveness of its provision for my child?

We are alert to emerging difficulties and respond early. We work closely with parents as they know their children best and it is important we listen and understand when parents express concerns about their child's development.

If children do not make expected progress, then planned, targeted provision will be put in place. A discussion takes place with Parent/carers and an Individual Education Plan detailing specific targets is put into place. All interventions are monitored by the SENCo and your child's progress will be regularly reviewed to ensure that this additional support has had an impact on your child's progress. Interventions offered include support for play, interaction, social skills, speech and language.

How will both the Pre-school and I know how my child is doing and how will the Nursery/Pre-school help me to support my child's learning?

All staff, led by the SENCo, track the progress of children with special educational needs. This progress will be shared with you at our parent and key person meetings, you will also be invited in termly to discuss progress against individual agreed targets.

How will Pre-school staff support my child?

If your child has special educational need we will take action to remove barriers to learning and put effective provision in place. This support ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and of what supports your child in making good progress and securing good outcomes.

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

As well as a differentiated Early Years Foundation Stage curriculum, support can be in the form of planned interventions or an additional adult in the room to help facilitate learning and development. Resources are allocated based on the needs of the child. For example, a child who experiences social and interaction difficulties would be supported by our Area Special Educational Needs and Disability Co-ordinators (SENDCo), as well as participation in a Social and Communications Skills group. The Key person and SENCo, in consultation with you at a meeting will discuss the Individual Education Plan and will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There will also be a date set for review.

How will my child be included in activities outside the Pre-school setting including specific outings/trips?

All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the key person or SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part.

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

Our setting is welcoming, safe and stimulating where children are able to enjoy themselves, to grow in confidence and fulfil their potential

We are committed to meeting the learning and development needs of every child. We know children learn best when they are healthy safe and secure, when their individual needs are met and they have positive relationships with adults caring for them. We provide an environment which is safe and secure for children to play, interact and develop.

In conjunction with our Managing Medicines guidelines we are able to administer on-going medication to your child and cater for their personal care. Staff are trained in basic First Aid, with some trained to a higher level and we regularly update our training.

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

There may be times when the setting will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Area Special Educational Needs and Disability Co-ordinators, Educational Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. If your child has a special

educational need that we had not encountered before, we would ensure that staff are suitably trained in order to provide effective support.

How accessible is the Pre-school both indoors and outdoors?

The setting is fully accessible for wheelchair users. There is ramp access into the building from the rear entrance, a disabled toilet, and disabled parking available. Should specialist equipment be necessary eg a hoist for toileting, then consultation with outside agencies ensures that this is made available.

How are parents involved in the Pre-school? How can I get involved?

We work together with parents/carers to ensure that children will achieve their potential, whatever their need. Parents are invited to meet the key person twice a year and there is an additional open day in the summer term when parent/carer can see their child's work.

If your child has special educational needs, you will also be invited to meetings with your key person or the SENCo to discuss progress.

The setting will always be willing and happy to talk to you about your child but if you have any concerns or worries, please do not hesitate to speak to your key person or the SENCo who will do their best to resolve any issues. Information about our Complaints Procedure can be found in our Complaints Policy which is available on the parent/carer notice board.

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

If your child is moving to school, your child will be given opportunities to visit the school at different times during the school day and there will be an opportunity to meet their new class teacher. You will be invited in for a person centred planning meeting, which will also be attended by the SENCo of the school to draw up an Action Plan to ensure the smooth transition between the setting and school.