

How does the setting or school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Welcome to Haylands Pre-School

Parents/carers will be asked to complete an all about me document which will ask if parents/carers have any concerns regarding their child's development, once the children have settled into pre-school, their key worker will complete the starting points document in which will identify any areas of concern that preschool have and we continue to observe and assess the children throughout their time at the setting. The pre-school practitioner will then have a discussion with the pre-school manager to discuss the next steps and put an individual learning plan together if necessary.

We can also refer on to outside agencies and our parents are able to meet and have full support from our SENCO, who will also be involved in seeing the children.

If you think that your child may have special educational needs, please come and speak to the pre-school manager who will be able to support both the child and their family during their time at Haylands Pre-school and will be able to signpost you to additional support that's available and the external agencies we can refer to.

How will the early years setting staff support my child?

Haylands Pre-School will support your child specifically for their individual needs, this support may be from one of our highly trained staff, a member of staff from our attached primary school or from an outside agency.

We provide a range of support such as:

- Following advice from outside agencies.
- Speech and language support.
- Bucket groups.
- Visual aids, visual timetables and now/next cards.
- Objects of reference
- Makaton.
- Our family liaison officer.
- Inclusion leader, special needs coordinator.

How will the curriculum be matched to my child's needs?

At Haylands Pre-School, we use 'learning means the world' as our backdrop to our learning which broadens their experiences as they may find a new found interest. Learning means the world is a curriculum that is followed through pre-school and progresses through our attached primary school. We can adapt the curriculum to meet developmental and learning needs of the individual children to ensure they are able to overcome barriers such as changing resources, groups sizes etc. However we also plan for your child based on their individual needs, their interests and their preferences.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Haylands Pre-School, we have an open door policy, we encourage parents/carers to come in and talk to us whenever they need to.

We start off with a meet the key worker meeting to introduce ourselves to the child's parents/carers and inform them of how the children have settled, we will then have parent consultations three times a year where the parents/carers are encouraged to attend to discuss their child's development, giving examples of ways you can support your child's learning at home as well. We can also refer for outside agencies to support your child's development within the home environment if necessary.

We also use our learning journal website called 'Tapestry' where we update parents/carers weekly on what their child has been up to.

We also add in a parent partnership challenges; for example – cookie recipe and encouraging parents/carers to bake cookies at home with their children and then to share what they've done with their child via Tapestry.

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

At Haylands Pre-School, we understand that good relationships are vital to support the child's wellbeing. We allow the children two weeks of settling in and bonding with staff before we allocate the key workers to them, allowing time and effort for the staff-child relationships to develop ensuring that all the children in Haylands Pre-school feel safe and have an adult in pre-school they can trust. We have recently introduced zones of regulations at pre-school and children are encouraged to express how their feeling. Children are encouraged to tell an adult if they feel sad or worried.

The pre-school manager is a DDSL and follows safeguarding procedures, regularly attending DSL meetings to ensure support is across the school for siblings and families, we have full access and support from our family liaison officer who is DDSL and helps support families from pre-school. We also have support from our school ELSA who is available to support staff in supporting children.

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

- Staff attend regular training courses to update their knowledge.
- Access to Early Years Advisers.
- Access to SEND support, advice and guidance.
- Speech and Language Therapy services
- Physiotherapy

- Occupational Health
- Health Visitor
- Any other NHS specialist service provided for the child.

What training have the staff supporting children with SEND had?

Staff at Haylands Pre-School, have attended a wide variety of training including:

- SENDCO training
- Paediatric first aid
- Safeguarding
- Autism Awareness
- Language Enrichment Group training
- Attention and listening
- Early Childhood Enrichment
- Behaviour and communication
- Makaton
- PECS
- Bucket training

How will my child be included in activities outside this setting, including outings or trips?

All children are invited to attend all trips and outings, a risk assessment would be undertaken which would indicate if it would be necessary for the safety of the child if a family member would need to accompany the child on a one-to-one basis, with support from the pre-school staff.

How accessible is the setting or school environment?

Haylands Pre-School is attached to Haylands Primary School. Access to the car park is limited but if you require assistance, you can apply for a parking request form, this will be reviewed by the Headteacher and depending on circumstances will be approved. The pathway to Haylands Pre-School is wide and spacious, upon entering the premises, the entrance hall is ground level and also spacious. Our pre-school building has an accessible toilet. Haylands Pre-School setting is all on one level however, if we ask you to attend our attached primary school, we have a lift which will enable you to access both levels and entrances around the school.

How will the setting or school prepare and support my child to join the setting, school or the next stage of education and life?

We work closely with our attached school for transition throughout the whole academic year, our children have full access to the primary school and the different provisions within our primary school. We visit the Reception classrooms and play area once a week for our

children to experience their areas and once a week we host story time either at pre-school or one of the Reception class rooms with all the children attending.

We eat our lunch in the school hall and on a Friday, pre-school children have the opportunity to have a cooked school dinner.

When we are told that a child is transitioning to a different setting, we work closely with that setting to ensure that transition is as smooth as possible for the child. We invite the new setting to see the child at our environment, we will talk to their new key worker/class teacher about their preferences, likes/dislikes and most importantly pass over any concerns.

If necessary, we arrange transition partnership agreement meetings, inviting the new setting and any professionals that work with the child to a meeting to discuss the ways in which we have been supporting that child and what's in the best interest of the child to continue to do.

How are the settings or schools resources allocated and matched to children's Special Educational Needs or a Disability?

At Haylands Pre-School, resources are allocated according to the children's individual needs and their barriers to learning. We create an individual learning plan to access areas of concern and allocate resources accordingly. The evaluation of the impact of interventions are regularly reviewed and monitored.

We receive advice from Early Years SEN advisors and other specialist professionals to ensure that the most appropriate resources are matched to the child's needs.