

SEND Information Report

Provider Name	Clockhouse Pre-school
EY Number	EY137287
Address	Clockhouse Road, Beckenham. BR3 4LD
Email	admin@clockhousepreschool.org
Telephone	02086636149
Name of SENCo	Rosie White

Confirmation that parents and other people working with the setting have been involved with the writing of this document

YES

1 How will the setting help my child to settle in?

All prospective parents and children are invited to visit us at a convenient time, to meet staff and see our setting.

Once a place has been accepted, we offer all families a home visit with a manager and the child's key person. At this visit, we obtain information about each child before they start, to support us in settling them and planning suitable activities for them. We also agree on the individual approach to settling that you feel will suit your child best.

If your child has known additional needs, we will contact any professionals involved with your child to gather further information, carry out a risk assessment, and ensure all relevant training is completed before your child starts with us.

2 What is the setting's approach to supporting different children's needs and how will that help my child?

Every child has a key person to support them in the setting. They will meet your child and support them during their settling period and beyond. If your child is in need of additional support through an Individual education plan or care plan, this will be developed by your child's keyworker, the SENCO and yourselves.

All members of staff will observe and assess your child continuously, against the stages of development from the 'Development Matters' document within the EYFS (Early Years Foundation Stage), providing you with updates on your child's progress, verbally, through observations on Tapestry and in regular progress checks. If your child's key worker identifies that they are in need of additional support, we would discuss this with you promptly.

If you identify that your child may have a specific need, you are welcome to speak confidentially to your child's key person, Rosie (Manager and SENCO) or Alan (Deputy) who are all usually available at the beginning and end of our sessions or will be happy to make time for you during a session by arrangement.

If your child has involvement with other professionals, we will include their suggestions and feedback in your child's learning and development plans

We carry out the 'Two-year-old Progress Check' in conjunction with parents for all children who join us while they are 2 years old which may highlight limited progress.

How do we support your child?

Rosie (SENCO) will explain how children's individual needs can be met by planning support using a written Individual Learning Plan or a Health Care Plan. This may include additional professional support from external agencies.

Your child's IEP or Care plan will be regularly reviewed, with you to update and adapt it. We strive to access additional funding whenever possible, to help support your child whether through a higher staff ratio or 1-2-1 support or providing specialist equipment if appropriate e.g. visual timetables, PECs or other visual aids.

Our SENCO has attended specific SENCO training, is iCan certified and attends regular network meetings to keep up to date. All our staff are able to use Makaton, PECs and other visual aids. Several of our staff have various qualifications and experience supporting children with a range of needs. Our staff are happy to attend further training to support specific individual needs.

3 Who can I contact for further information within the setting?

Rosie White(Manager and Senco), or (Alan Kiernan, Deputy Manager)

4 How accessible are the setting's indoor and outdoor environments?

Our setting is fully accessible. We have a level surface entrance and garden with a removable slope which can be put out to provide access to the rest of the setting. Disabled toilet facilities are available.

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

We regularly liaise with local specialist services and professionals including Speech and language therapists, local nursing teams, portage support workers and many others. We have support from the Special Educational Needs Inclusion team and have accessed funding from them to support children with additional needs.

All our staff are able to use Makaton, PECs and other visual aids. We use an online learning journal or develop other ways of communicating between home and pre-school where appropriate. Our SENCO (Rosie) is iCan certified and several of our staff have various qualifications and experience supporting children with a range of needs.

6 How does the setting know if children need extra help?

Every child has a key person to support them in the setting. They will meet your child and support them during their settling period and beyond.

All members of staff will observe and assess your child continuously, against the stages of development from the 'Development Matters' document within the EYFS (Early Years Foundation Stage), providing you with updates on your child's progress, verbally, through observations on Tapestry and in regular progress checks. If your child's key worker identifies that they are in need of additional support, we would discuss this with you promptly.

If you identify that your child may have a specific need, you are welcome to speak confidentially to your child's key person, Rosie (Manager and SENCO) or Alan (Deputy) who are all usually available at the beginning and end of our sessions or will be happy to make time for you during a session by arrangement.

If your child has involvement with other professionals, we will include their suggestions and feedback in your child's learning and development plans

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7 How will I be involved in my child's learning and overall wellbeing?

When you visit us and when your child starts with us, we will give you information about how we plan, involve you and feedback about your child's learning and development.

We communicate with parents at the start and end of every session and are always available during the session to discuss what has happened during the session and your child's wellbeing, needs and development.

If your child has a specific need, you will be invited to discuss this and together we will develop an Individual Education Plan or a Care Plan which will set out how best we can support your child at pre-school and at home. We will develop a communication channel via Tapestry (or another more suitable way of communicating) between home and pre-school.

We provide termly progress updates for your child and include in these, plans for the next term and ideas of how you can support your child's learning at home.

We hold parent information sessions where your child's keyworker is able to talk to you about your child's wellbeing, learning and development and Rosie and/or Alan offer information sessions about subjects of interest.

We have a rota for parent helpers where you are invited to be involved in some of our sessions. This is as flexible as possible to enable to join their child at pre-school.

8 What training and experience have staff had in supporting children with SEND?

- All our staff are able to use Makaton, PECs and other visual aids.
- We have a fully trained and very experienced SENCO, Rosie who has been in the post since 2007. Rosie holds a BA(hons) in Early Years and Early Years Teacher Status (EYPS). Rosie has completed Portage and iCan training and has attended training on Supporting Behaviour, Visual Support and Small Group Work and Attention Activities. Rosie attends regular conferences to keep her practice up to date.
- Alan (our Deputy) has worked with young children since 2013. He holds a Level 3 Early Educators Qualification. He has attended training on Supporting Behaviour, Visual Support and Small Group Work, Understanding Autism and Attention Activities.
- All our staff have completed Positive Behaviour Management, Visual Support and Attention Activity training and several of them hold qualifications and are experienced supporting children with a range of specific needs.

9 How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

We work in a mixed age group, with self-selected activities available to all children, to match their development level rather than their age.

Before your child moves on to school, we introduce stories and activities to the children to

help prepare them for this move.

We complete transition reports, attend transition meetings and invite Reception teachers to visit us in order to support your child when they begin at their new school.

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Date of next review: January 2024

Bromley Local Offer: a source of information and advice to help support children and young people with disabilities or learning needs and their families

<https://bromley.mylifeportal.co.uk/localoffer/>