



ABBEY 345 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROCESS

Questions you may ask

1. What should I do if I think my child has special educational needs or a disability?

Firstly speak to your key person.

They are responsible

- For checking on the progress of your child, and identifying, planning and delivering any additional help your child may need, and letting the SENDCO know.
- Working with you, as parents and carers to create the best outcomes for your child.
- Ensuring that all staff working with your child in the setting are aware of their needs and strategies that have been put into place, so they can achieve the best possible progress.

If you are still concerned speak to the SENDCO (Special Educational Needs and Disabilities Coordinator).

Kathy Crouch, our SENDCO, is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND), and working on the Pre-School's SEND policy to make sure that all children get a consistent, high quality response to meeting their need in the setting.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting, and involved in reviewing how they are doing.
- Liaising with all the other people who may come into Pre-School to help support your child, e.g Speech and Language Therapy, Educational Psychology etc
- Updating the setting's SEND register and making sure that there are records of your child's provision, progress and needs.
- Giving support to all the Early Years Practitioners in the Setting.

At the moment in the Pre-School, the Manager and SENDCO roles are both held by Kathy Crouch. If this situation changed, the Manager would be responsible for checking that all children's needs are met fully. The Manager reports to the Committee, and makes sure that they are kept up to date on

any issues relating to SEND (whilst maintaining confidentiality).

There is also a Deputy SENDCO – this position is held by Jane Harriss who is also our Communication & Language Lead Practitioner.

2. How will the Pre-School respond to my concern?

- We will listen to your concerns and discuss the situation; initially this will be with your Key Person, if you would like the SENDCO to join you she will be happy to do so. The concerns will be discussed, and a plan of action will be agreed between all parties, and a follow up meeting will be arranged.

3. How will the Pre-School decide if my child needs extra support?

- This will be a decision made with you, your key person and the SENDCO. You will be involved in deciding the next steps and setting targets to support your child.

4. What will the Pre-School do to support my child?

- Children in Pre-School will receive support that is specific to their individual needs. This may be provided by the Key Person, other staff in the setting and staff from outside agencies who may visit the Pre-School, such as the Early Years Childcare & Support - Early Years Specialist Teacher.
- Specific strategies will be in place (which may be suggested by the SENDCO or outside staff) to support your child to learn. The Key person will have carefully checked on your child's progress, and will know which areas of learning need support.
- Activities may include small group work, or one to one work within the setting.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the Pre-School to refer your child to a specialist professional, e.g a Speech and Language Therapist, Portage or other. This will help the setting and yourself, understand your child's particular needs better and be able to support them better at Pre-School and at home. They may make

recommendations which could include making changes to the way your child is supported in sessions.

- There will be regular meetings that you will be invited to attend. Any additional support will be recorded on the Pre-School provision map, showing the support provided across the setting.

5. Is there Specified support for children with complex needs?

This is usually provided via a Education, Health and Care Plan. This means your child will have been identified as needing a high level of support which cannot be provided by the resources already designated by the Pre-School.

You can request that the Local Authority carry out a statutory assessment of your child's needs. You can find out more details about this in the Local Authority based Local Offer on the web site

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>

6. Who will support my child in Pre-School?

- Your child may be supported by:

The key person

The practitioners in the setting

Volunteers who work at the pre-school

Specialist staff

7. What training and experience do staff have for the additional support of my child's needs?

- The pre-school identifies training needs for all staff to improve the teaching and learning needs of all our children, including those with additional needs. This may include staff training on SEND issues such as autism, speech and language (ELKLAN) etc.
- Whole staff training to share knowledge, strategies and experience; to ensure a consistent approach for all children.
- Staff attend training courses run by outside agencies that are relevant to the needs of specific children, e.g. epi-pen, rectal valium training and diabetic blood sugar testing.

8. Who else might be involved in supporting my child?

- Where appropriate, outside agencies will be asked to support *your* child and the staff who work with them. This will be discussed with you first, and you will be asked to give your permission for these agencies to be involved. These may include:

Educational Psychologist (often a specialist teacher trained to support children's learning)

Early Years Childcare & Support – Early Years Specialist Teacher

Speech and Language Therapist (to support speech difficulties)

Social and Communication Outreach (to support social interaction and communication)

Paediatrician (specialist children's doctor)

ESCO – Early Support Care Co-ordination

Sensory Education and Support Service

9. What support will be there for my child's emotional and social well being?

- The emotional and social well being of every child in our setting is very important to us. Where appropriate, additional support will be organised to help your child's emotional and social development.
- This may include the support of outside agencies.
- Our behaviour policy is used to give consistency to support for children's behaviour.

10. How will activities in the Pre-School be matched to my child's needs?

- All activities are planned to meet the needs of individual children. Additional adult support will be available when needed.
- The layout is flexible, and can be adjusted to meet the needs of individual children.
- We have a wide range of resources to meet the needs of the children in the setting.

11. What opportunities will there be for me to discuss my child's progress?

- A brief, informal discussion at the end of the day.
- At parents' evenings which occur during the year.
- Review meetings for additional needs which are held regularly.
- If you have pressing concerns, a meeting with your child's key person and/or the SENDCO can be arranged.
- Sometimes a home-school book may be used to improve dialogue between the setting and home.

12. How does the Pre-School know how well my child is doing?

- We track all children's progress carefully during the year. We use the Early Years Foundation Curriculum targets and Characteristics of Learning to measure the progress each child makes, and how their attainment compares with age related expectations. We also look at their previous attainment, to monitor progress in all areas of learning.
- We use this information to support them in their next steps of learning.

13. How accessible is the school environment?

- Our setting is fully accessible for wheelchair access. It has ramps into the building and outside areas. We have an accessible toilet and wide doorframes.
- We endeavour to have vocabulary available around the setting relevant to children attending (including children's home languages where English might be the secondary language).

14. How will my child be supported in joining the Pre-School?

- Parents with very young children are encouraged to attend our Parents/Carers and baby/toddler session (Let's Play Together) on a Tuesday morning (from 8.45 – 10am). This will familiarise them with the building; and will allow them to start building relationships with staff members.
- When children are due to start attending Pre-School sessions we offer the chance for them to come into our 2+ session. This is a smaller session with a high adult/child ratio for younger children. The children can

gradually build positive relationships with staff in a more specialised environment than a larger group can offer.

- Parents are encouraged to stay with their children until they feel comfortable to leave. When parents do leave, a member of staff is always on hand to offer support. If possible this will be the child's key person.

15. How will Abbey 345 prepare and support my child when they are moving to Primary School?

- We have very good links with the local primary schools and invite their Foundation Teachers to come and visit our children in the setting.
- We join the Foundation classes in some special activities, such as sports day and Christmas plays.
- All schools run taster sessions, some of which Pre-School staff attend with the children. The schools also run open evenings for parents and children to meet their teachers.
- We make resources such as photo books, showing the children pictures of their new school and the staff there, for children to look at in the setting.
- We have a School Readiness Open Evening prior to children starting School – Teacher from our feeder

Schools are invited to enable our Parents to chat to them informally.

- If your child has additional needs, in consultation with you as parents, we will share any relevant information with your child's Primary School. As well as communicating verbally with your child's new teachers we may send on a Pupil Passport created in combination with yourself. This shows your child's strengths, what areas of support are required and which strategies we have found effective in order that school can build on these.
- If we feel your child will need support that will not be covered by the resources already delegated by their new school; we will work with you to submit a request for an Education and Health Care Plan prior to your child's entry into mainstream education. Additional support should then be available.

16. How can I be involved in supporting my child?

- At review meetings your child's targets will be shared with you, along with ways for you to support him/her in achieving them.
- Working with us (and if necessary other professionals) to help your child reach their full potential.

For more information, and ways of accessing support, contact Kathy Crouch (Manager and SENDCO)

Telephone number 01733 212399

You can also contact Additional needs at Lincolnshire County Council (01522 553332) or Parent Partnership Service (01522 553351).