



Ardley Hill Pre School

Local Special Educational Needs & Disabilities (SEND) Offer

Identifying SEND

At Ardley Hill Pre School we are committed to early identification of special educational need and adopt a graduated response to meeting special educational need in line with the Code of Practice 2014.

Pre School practitioners carry out regular observations on children whilst they are in Pre School. These observations form part of regular assessment to ensure that children are meeting developmental milestones, taken from the Early Years Foundation Stage (EYFS). We are committed to building good relationships with children and parents so that conversations regarding development can be had in confidence. We offer an open door policy so parents can arrange to meet with their child's key person at any time as well as at parents' evenings held throughout the year. We have regular staff meetings to discuss the care and learning we are providing and reflect on our practice to maintain a high quality, safe learning environment. Any concerns regarding the development of a child will be shared with the Pre School SENCo's, Emma Doherty and Claire Greaves, who will advise staff on the next steps. We will always be open and honest with parents regarding any concerns we may have so that we can work together to support the child.

Children with SEND in community based activities and trips

All children are included in Pre School activities and experiences, including off site visits such as walks to the local playing fields and shops.

Risk assessments are carried out to ensure that all activities and trips are accessible and safe for all children.

We regularly reflect on what we do at Pre School so that we can make improvements to the environment and provide activities to extend the children's learning.

The Pre School environment

Ardley Hill Pre School is based in two purpose built buildings in a residential area of south west Dunstable. The Pre School has wheelchair access and accessible toilet facilities.

We use visual prompts, visual and object schedule timetables and Makaton to support children with language and communication.

Supporting the wellbeing of children with SEND

At Ardley Hill Pre School we continuously promote positive behaviour, we encourage the children to respect the Pre School and each other and support them in managing their own behaviour and problem solving.

If needed, individual health care plans and risk assessments can be completed to provide a safe and accessible environment and the appropriate care for individual children.

Transition

Prior to a child starting Ardley Hill Pre School we will carry out a home visit, which is an opportunity for parents to meet the manager again and their child's key person. During the home visit we will complete any relevant paperwork and provide opportunities to ask and answer questions. The home visit is a fantastic opportunity for the child and key person to start forming a relationship in an environment where they are most comfortable. We then arrange a settling in visit, which is an opportunity for the child to come into Pre School for a short time before officially starting. We encourage parents to leave children during this session if the child is settled and comfortable. Further settling in visits can be arranged as we understand that some children will take a little longer to settle. Once the child is fully settled then they can start.

If necessary, we will liaise with any outside agencies already supporting the child to ensure that any equipment will be in place to make entry into Pre School as smooth as possible.

We ensure that the transition from Caterpillars room (2-3) and Butterflies room (3-4) is also a positive one. We will make sure the child has had regular visits to Butterflies room and that all staff are fully aware of the child's needs and support they require.

Being part of Ardley Hill Academy means that transition for those children who are going to be attending there is ongoing through the year. Visits to the playground, hall and 4+ classroom, as well as the 4+ teaching staff visiting Pre School all support transition. We also work closely with other local schools to support your child during this transition. For example, a teacher from the school may come into our Pre School to meet the child and their key person to share information.

During the summer term, if your child requires extra support or has specific requirements, we will hold a transition meeting with the school and outside agencies supporting the child to ensure that the child's needs are met as they start 4+.

Partnership with Parents/Carers

Ardley Hill Pre School is committed to providing equality of opportunity and anti-discriminatory practice for all children. We comply with the Disability Discrimination Act (2010) in making reasonable adjustments for children with SEND.

We believe that children benefit most from parents and practitioners working in partnership and this results in a positive impact on children's learning and development.

We know that early support is paramount in Pre School and we differentiate the learning environment and activities for individual children. We feed back to parents

regularly to share their children's achievements with them. Our open door policy means that parents are welcome to speak to any of the team at any time.

We will arrange a meeting with parents, primarily, to initiate a SEND plan and this will be reviewed regularly with parents to adjust targets and provide feedback on progress.

We will meet with parents and other agencies to ensure that we are part of the wider support network, e.g. Health Visitors, Speech & Language and Early Years Support Teachers.

Staff training and experience

All staff are experienced in child development and, with the exception of two staff, all hold a Level 2 or 3 in a Child Care qualification. One member of staff is qualified to Level 6 and one is working towards level 5. Two members of staff hold the SENCo qualification and are experienced in this area.

All staff have paediatric first aid and safeguarding training as part of their induction. This is then kept updated accordingly. The majority of staff have undertaken Team Teach training and Sign for Feeling and Behaviour training. Emma Doherty, our SENCo, has undertaken Makaton and Lift Off to Language training.

Sharon Shearer is trained to deliver Lift Off to Language for 3 and 4 years olds and has undertaken Makaton training.

Nicola Mallet has PEC's Phase 1 training and gains experience when using it daily.

Our work with outside agencies

Ardley Hill Pre School works closely with a range of outside agencies in order to support children with SEND. They contribute through providing observations, reports and advice for staff and parents, and will also attend professional meetings. These agencies may include:

- Local Authority Early Years SEND Advisory Teachers (Psychology and Advisory Support Service).
- Early Years Support Team (EYST)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- School and Community Nursing Service
- The Virtual School for Looked After Children (LAC)
- The Hearing Impaired Team
- The Visually Impaired Team

Further information

Please contact the Manager, Claire Greaves, or our SENCo, Emma Doherty, to discuss your child's needs and ask any questions. We can then arrange for you and your child to visit our Pre School.