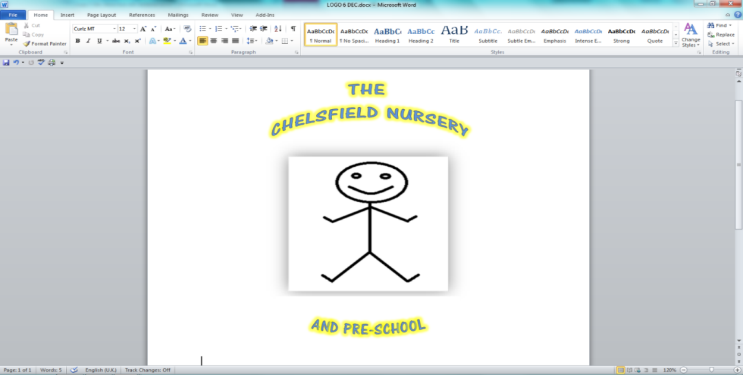


**Rated good March 2023**



**June 2024**

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| **SEND Information Report** | |
| Provider Name | The Chelsfield Nursery and Pre-School |
| EY Number | EY 449675 |
| Address | The Community Centre, Windsor Drive, Chelsfield, Orpington, KENT |
| Email | chelsfieldbrom@yahoo.co.uk |
| Telephone | 01689 853183 |
| Name of SENCo | Wendy Teall |
| 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? | |
| Our taster sessions will initially be discussed with parents on enrolment. We ensure that both the parent’s and child’s needs are met through flexible taster sessions, these sessions will be adapted as required and give an opportunity for every child to settle at their own pace.  Pre-enrolment forms and discussions with parents give us an insight into their child’s interests, needs and any additional support required, this gives us our starting points for planning, observations, and assessments. A children’s guide to Pre-school with photos of the staff, daily routines and activities is available on the website for new starters to familiarise themselves with the setting. Our key person allocation process enables the children to settle and helps them to form secure attachments, this is also a flexible process and can be tailored according to a child’s needs and preferences.  Activities and resources are regularly assessed to be age appropriate, and suitable for a range of abilities and interests( with regard to any health needs). A sessional timeline for all children promotes an inclusive environment and helps with settling in giving clear and predictive transition times.  Parents are requested to provide any information on existing S.E.N.D support so that we can access advice and support from other professionals involved as necessary. | |
| 2. What is the setting’s approach to supporting different children’s needs and how will that help my child? | |
| At the Chelsfield Nursery and Pre-school we have a highly qualified and skilled team that can deliver the best possible outcomes for the children in our care, we consider the individual needs, interests, and age-appropriate development for each child at the setting, using this information to plan for each child in all areas of their development ensuring every child reaches a successful learning outcome.  All staff ensure that every child’s learning and care is tailored to meet their individual needs, their key person is responsible for observations, journals, and progress reviews. Observations focus primarily on the prime areas-communication and language, personal, social, and emotional development, and physical development. All areas of learning and development are important and interconnected. These observations identify strengths, progress made, needs and next steps. Should a child’s progress in any Prime area give cause for concern, we discuss this with the parent/ carer, key person and Senco, and agree on how to best support the child with next steps, activities and strategies such as adapting routines, resources and the environment, If there remains a cause for concern, we request consultancy and advice from the Area Senco and the Early Years Inclusion Team. If a child is assessed and offered additional support, funding advice is available. | |
| 3 Who can I contact for further information within the setting? | |
| Julie Carter – Active Owner  Denise Danaher- Manager of the setting for advice regarding any admissions  Wendy Teall- SENCO, and the Key person would be the first point of contact for discussions regarding your child’s progress/needs/concerns within the setting.  All the staff are involved with the education of all the children. | |
| 4 How accessible are the setting’s indoor and outdoor environments? | |
| Parents can register interest by contacting us via telephone or email. We encourage parents to arrange an appointment to view the setting to ensure that the environment can meet the needs of their individual children. We advise parents to supply as much detail as possible if the physical environment needs adapting in anyway  The setting is accessible via two main entrances, these both have double doors and the walkways leading to these are flat surfaces without steps.  We have 3 toileting areas one being designated a disabled toilet, complete with a baby changing unit.  We have a large outdoor area, and this is divided into 4 sections comprising of a patio, grass, bark and forest area. The Patio and grass area are accessed via ramps and the bark area via a very small step from the patio area, this bark area leads onto the forest area which is accessed via a locked gate.  On previous advice from our local visual needs officer, we have painted high visibility lines on the ramps and level changes throughout the garden, if further specialised equipment is required, we will seek advice from other professionals to enable us to apply for funding where appropriate. The promotion of indoor voices, barriers and quiet spaces enhances the acoustic environment.  Visual strategies for communication are in daily general use within the setting, visual timelines, widgets, timers etc alongside the use of natural gesture and differentiating language used, according to each child’s stage of development (to support communication), although these are used for all children, they are especially beneficial for children with English as a second language and those with social communication needs, Makaton may also be used. Organisation of resources enables children to easily make choices using pictures/photos for labelling.  We communicate with parents/carers whose first language is not English in a variety of ways such as, action signing and visuals. Information is available to take home for translation if needed via email, our website, and newsletters. | |
| 5 What specialist services and expertise are available at or accessed by the setting? | |
| Our setting has and will work alongside a range of professional services including.  Speech and language  Early Years Inclusion Team  Social Care  Sensory support  Paediatricians  Bromley Children’s Project  Health Visitors.  Occupational therapist  Educational psychologist  Other Borough SEN teams.  Our designated S.E.N.CO attends S.E.N conferences and training sessions to enable her to be continuously updating her knowledge. | |
| 6 How does the setting know if children need extra help? | |
| Upon registration a “Getting to know me” information booklet is initially supplied giving us an insight into the child’s interests, preferences, likes and dislikes, this informs the planning for the child’s settling in period. When a child begins to attend our setting, they will be assigned a key person, observations are focused on all Prime Areas: Communication and Language, Physical and Social and emotional development, with the specific areas introduced when appropriate.  Each child has a journal with the observations and evidence used to assess the child’s development in all areas of the EYFS. All staff use the EYFS framework and birth to five matters when assessing progress and development. For language development the ECAT (every child’s a talker) programme is also used.  Through continuous observation, journal evidence, birth to five matters age range development and the EYFS framework, enables us to identify any areas of concern or extra need. A two-year-old progress check is completed at a time between the child’s second and third birthday.  Any concerns will be communicated to the Senco to allow her to carry out extra observations as required, if required, a graduated approach is implemented, such as, discussions with parents, adapting activities and writing action plans to set small reachable targets, these plans will be reviewed to assess if needs are being met If there is still a cause for concern the key person and Senco, in consultation with the parents would begin the process of implementing a SEND support plan, if necessary, referrals can be made to other professionals or services e.g., speech and language services, Early Years Inclusion Team, requests for EHCP . All staff are aware of those children with Sen support plans and are familiar with the agreed strategies that are in place.  It is important to note that a delay in learning and development in the early years does not always indicate that a child has a special educational need that calls for a special educational provision, similarly, difficulties related solely to learning English as an additional language are not considered a special educational need. | |
| 7. How will I be involved in my child’s learning and overall wellbeing? | |
| There are various opportunities for regular contact with parents, verbal interaction as the children enter /leave the setting on a daily basis, the parent information board is situated in the reception area, our library contact books provide another opportunity for information sharing with a home achievement sheet for parents’ comments and keyperson responses. The planning board on display in the reception area details planning for each month as well as monthly newsletters with learning tips, linked to monthly themes and festivals and the web site contact section. A parent suggestion box is situated in the reception area, actions and suggestions are actively sought alongside a parents questionnaire sent out annually.  We hold parent’s evenings twice yearly, parents are also welcome to book appointments to see their child’s key person during session times to discuss their progress, next steps and any other needs or requirements.  Action Plans, IEPs, S.E.N.D plans, referrals and requests for EHC plans are implemented on consultation with parents/carers and all other advice from other professionals is included, reviews include planning for a child’s next steps and an EYFS presentation pamphlet is available to explain how children’s development is planned for and how parents can support this outside of the setting.  We regularly evaluate the effectiveness of the setting’s learning environment. | |
| 8. What training and experience have staff had in supporting children with SEND? | |
| Staff have attended a range of S.E.N.D training- Supporting early years development, Understanding and addressing behaviour, promoting positive behaviour, supporting children with SEND in the early years, creating an effective communication and language environment, basic British sign language.  The setting has supported children with a diverse range of additional needs including visual impairment, ASD, speech and language delay, degenerative disease, chromosome disorder, and global development delay.  The Group SENCo has attended a wide range of training courses including Portage, Ican, supporting children with SEND in the early years, supporting early years language development, promoting positive behaviour and understanding and addressing behaviour, Implementing the assess, plan, do, review cycle to support children with SEND. We have implemented an SEN action plan to ensure all staff have an awareness of SEND needs and how to improve on a child’s outcomes. the group Senco attends the local authority area Senco forums to continue updating her knowledge and allow her to share information and advice.  The SEN Inclusion Team carried out a Learning Walk to see the effectiveness of our provision for children with SEND, with a positive outcome in all areas.  This in turn enables the setting to evaluate our practice and look at which aspects require further development. | |
| 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? | |
| When children change settings, we complete a transfer document with the new provider, parents are given the child’s journal, which they can share with the new provision if they wish.  A teachers liaison day is in place; a meeting between Senco’s from early years providers and Bromley mainstream primary schools to highlight children with SEND going into reception, this precedes the transfer of information from early years providers.  Teachers and SENCo’s from local schools are invited to visit the children at our setting who will be moving on to their schools, this gives them the opportunity to meet the children, introduce themselves and for key persons and the Senco to share information, share concerns and strategies to support each child.  A more detailed transition meeting can be arranged with the receiving school where appropriate, this determined by the needs of the child.  Activities (such as dressing up in their new school uniform) and discussions, form part of the transition preparations. | |
| Parent and carer responses:  June 2024  The Chelsfield Nursery have been so supportive with my son since he started in September 2021. Any questions I have had, they have been there to answer. They have helped my son with the EHCP process which is so important for when he starts school. They have helped me through the whole process trying to make it less stressful for myself. My Son would not be getting all the extra help once he starts school if it wasn’t for the Nursery.  I trust the Nursery completely to meet my sons needs and support him with the difficulties he faces. He absolutely loves it here and even though he doesn’t talk, the nursery understands his little ways of communicating and I couldn’t ask for anything more from them. He is comfortable and safe, and I know he is receiving all the extra help and attention to help him progress.  My Daughter has had a great experience at The Chelsfield Nursery and Pre-school.  They have shown great support with my daughter’s medical need as well as her learning needs, for instance speech therapy has gone very well. Staff help is greatly appreciated, as a result my daughter has done very well here.      **Provider response to feedback:**  All the team at The Chelsfield Nursery/Preschool are grateful for all the comments received. We continue to assess and re-evaluate our strategies, resources and implementation, to meet the needs of all the children at the setting, we continue to work with parents to ensure their comments and views are listened to and acted upon.  Explanation of Acronym’s used:  SEN Special Educational Needs  SEND Special Educational Needs and Disability  SENCo Special Educational Needs Co-ordinator  EHCP Education health Care Plan  IEP Individual Educational Plan  EYFS Early Years Foundation Stage  ASD Autistic Spectrum Disorder  ECAT Every Child a Talker | |
| Date published: June 2024 | |
| Date of next review: June 2025 | |
| **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://www.bromley.gov.uk/LocalOffer | |