

Useful Contacts

Embsay with Eastby Pre-school Playgroup

SENCo - Judith Robinson - 01756 791123

Deputy SENCo—Kazia Hutchinson—01756 791123

Behaviour Management Officer - Judith Robinson - 01756 791123

Safeguarding Officer - Judith Robinson - 01756 791123/07779460741

North Yorkshire

Families Information Service - 0845 6011630

Skipton Children's Centre - 01609 798094

Early Years Advisory Teacher - Jane Henshall

Social Care - 01609 536993

North Yorkshire Safeguarding Children - 01609 535787

Ofsted - 0300 1231231

Speech & Language Drop-in Centre - 01535 295652

If you are unhappy with any aspect of provision or practice at Embsay with Eastby Pre-school Playgroup, please see our Complaints Procedure or contact any of the above.

Embsay with Eastby Preschool Playgroup

The Village Hall, Embsay, Skipton, BD23 6RE


Telephone: **01756 791123**

www.embsaypreschool.co.uk

Manager: Judith Robinson

email: embsaypreschool@btinternet.com

Reg. Charity No. 1036590



Embsay with Eastby

Pre-school Playgroup

OFSTED APPROVED

**Provision for
Children with
Special Educational
Needs and Disability
(SEND)
At
Embsay with Eastby
Pre-school Playgroup**

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If you require this document translating into another language or larger print, please speak to the Manager.

Early Years Foundation Stage (EYFS)

We use the EYFS Statutory Framework and Early Years Outcomes to ensure we provide an educational programme that prepares all children for school with an emphasis on 'learning through play'. By providing carefully prepared activities and resources children learn to communicate, socialise and become independent learners. Continuous access to the outdoor area, climbing equipment and tools ensures they develop an awareness of their bodies and they learn co-ordination, balance, and control. Parents who feel their child is not making expected progress should speak to either their child's key person, SENCo, doctor or a health visitor.

Any children requiring additional support, special educational needs or disabilities will be given extra support or will be provided with specialist equipment to assist their learning, ie. walking aids, Makaton.

Transition and Settling-in

We work closely with children, parents, Key Person and any other professionals to prepare children for transition into the setting and also on to their next setting/school. We offer home visits before the child starts to attend the pre-school and have found this is a time to share valuable information with the Manager and Key Person to ensure we can meet the individual needs of the child. When moving on to a new setting or school, we arrange for the child's new Key Person to visit the child at the Pre-school and, wherever possible, arrange for the child to visit the new setting/school. With parental permission, we share information with the new setting/school to ensure they also have the right facilities and/or staff to support the child. We also use photographs and role play as a way for children to discuss their feelings about moving on.

Training

All staff hold a current and relevant qualification in Paediatric First Aid. Staff regularly attend training on a variety of subjects including safeguarding, health and safety, child development. They also attend specialised training such as Makaton, supporting children with sensory impairment, autism and training for certain procedures such as the use of an Epi-pen, management of tracheotomy.

Support from other agencies

We work closely with other agencies, for example health and social care, local Children's Centres, who offer a range of specialist support and outreach services. Working together ensures we can provide appropriate support and intervention to help children make good progress. Some of the agencies we have worked with recently include speech and language therapists, the Child Development Centre at Airedale Hospital, physiotherapists, Portage, Early Years Advisory Teacher, Area SENCo, Outreach Nurses, Home Ventilation Specialists, Paediatricians, educational psychologists, Health Visitors, Social Care and ASCOSS..

If we feel that the involvement of another agency will help meet the needs of a child, we will firstly discuss it with the child's parents and seek their written consent. Referrals will not be made without parental consent.

Team Meetings

We hold regular meetings with the child (where appropriate), the family, child's key person, setting SENCo and other professionals to discuss progress and targets. We also attend Common Assessment Framework (CAF) meetings or Team Around the Child (TAC) meetings to ensure everyone is working together to meet the needs of the child and their family.

Risk Assessments and Insurance

Risk assessments are completed to ensure we can meet the individual needs of children with SEND and are regularly reviewed to ensure we continue to meet their needs as they grow and develop. Our insurance with the Royal and Sun Alliance is comprehensive and covers children with SEND and complex medical needs.

Additional Support

Some children may need additional support to become independent learners. With parental agreement we can apply for funding from North Yorkshire Inclusion to support a child to ensure they make good progress. For further information speak to the Pre-school SENCo.

Policies and Procedures

We have a comprehensive set of policies and procedures which are continually reviewed to ensure we offer the best possible care for all children. We encourage parents to read them and contribute to their development.

Provision for Children with Special Educational Needs And Disability

Welcome to Embsay with Eastby Pre-school Playgroup. At the Pre-school every child is provided with a key person and deputy key person who develop a close, caring and professional relationship with children and their parents to support entry into and throughout their stay at the Pre-school. The child's key person monitors their progress through our observation and assessment process and the information is used to plan stimulating and challenging activities to support children's learning and development. Their progress is assessed as soon as they join the setting and throughout their time here to ensure children are developing at an expected level for their age and stage of development. On occasions these assessments may identify a delay in development or the need for additional support. The assessment process ensures we implement the support needed at the earliest opportunity. The key person discusses any concerns with the Special Educational Needs Coordinator (SENCo) and parents and a programme of support is identified and implemented.

Some children may have been identified as having special educational needs and/or disabilities before joining the setting. The term 'special educational needs and disability' (SEND) refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age due to a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people, accessing resources and activities. We put strategies in place to help children to overcome barriers to learning. Some children need extra help for their time in education and it's vital they receive high quality support for learning to make good progress.

Special educational needs coordinator (SENCo)

Our SENCo is Judith Robinson. Kazia Hutchinson is the Deputy SENCo. The SENCo role is to work with parents, the child's key person and all professionals involved in a child's care to ensure the setting meets the individual needs of the both the child and the child's family.

The SENCo attends termly network meetings and training to continually improve the provision we offer. The role includes working with other outside agencies such as the Area SENCO, Early Years Advisory Teacher and health professionals.

Children's Emotional Wellbeing

Emotional wellbeing creates foundations for healthy behaviours and educational attainment. We therefore ensure our environment and routines are organised to meet children's individual needs. We support all children's emotional wellbeing through our Key Person system and transition procedures. We have a positive approach in all aspects of the setting, including managing behaviour. Staff model positive behaviour and use a variety of strategies to support child's social and emotional skills as they develop an awareness of feelings and empathy.

All children are valued, respected and treated as individuals. We continually reflect on our provision to ensure it is inclusive of all children. We use a variety of strategies to ensure we give children a voice depending on their age and stage of development. This can be asking the child's opinion, observing the child's facial expressions, gestures and/or reactions when in a situation. Our aim is to support all children to be happy, confident and independent learners.

Facilities

The indoor provision is on one level across two rooms with a toilet area in between. If the pre-school toilets are unsuitable there is a toilet for people with disabilities in the main hall. Most of the pre-school furniture is on wheels so that we can make reasonable adjustments to ensure the resources and activities accessible for all children. We also have tables with adjustable legs, again to make activities more accessible to children using specialist equipment. There are steps leading to the outdoor area but the playground is also accessible via a ramp through the main gate.

We adapt our support to meet the needs of the child, for example we may use Pictorial Exchange Communication System (PECS), Object Reference or Makaton to communicate with children experiencing communication difficulties. We also consider adaptations linked to sensory needs such as noise level, routines and light.

We liaise closely with specialists such as physiotherapists, the Children Development Centre, etc to source specialist equipment such as chairs, walking aids, oxygen and to develop strategies for supporting children with a range of conditions such as autism and other medical conditions.

Working in Partnership with parents

Working in partnership with parents is absolutely vital to ensure we meet the individual needs of the child. We communicate regularly with parents, if possible at both the beginning and the end of sessions. If parents do not drop off or pick up, the Key Person will complete a home-setting diary to keep parents informed of their child's progress and parents can use this to send information to the setting, ie. if the child has not had any breakfast, not slept well, etc. The Key Person also meets with parents at least termly to review progress as identified in their Individual Learning and Provision Plan and also any assessments completed by the Health sector.

Individual Learning and Provision Plan (ILPP)

The SENCo, Key Person and parents will meet at least termly to prepare an ILPP which identifies the child's strengths, the support required to meet the child's needs, identify who will provide the support and what resources will be required to meet the next set of targets and how the environment and education programme needs to be adapted. The parents, SENCo and Key Person will regularly meet to discuss what is working well, any particular successes, the impact of any interventions and to identify the next stage, both in the setting and at home. The child and parents will be asked to consider how effective the provision has been in supporting the child's progress.

Education and Health Care Plan (EHCP)

An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The support plan is prepared by the child (where appropriate), the child's family and all agencies involved in the child's care and welfare. The plan identifies the support and provision required over the years to enable the child to achieve their aspirations.

Health Care Plan

We prepare a Health Care Plan (HCP) for children with complex medical needs in conjunction with parents and other professional agencies involved in the child's welfare to ensure procedures and staff training is in place to meet the child's individual needs.

Administration of medicines

Parents are asked to complete medication forms permitting staff to give children medicine if this is necessary during the session, ie. Inhalers, epi-pens. For medication such as epi-pens, the staff will be fully trained in administering the medication before the child attends the pre-school.