

SEND Information Report

Provider Name	Ready Steady Go! Pre-school
EY Number	EY460864
Address	St Mary's Church House, 61 College Road, Bromley BR1 3QG
Email	readysteady.go@hotmail.co.uk
Telephone	020 8464 5966
Name of SENCo	Angela Leeves

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

YES/ NO

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

1. All children will receive the opportunity to have a taster session and home visit before starting at RSG. This is our Universal offer, so that every child can sample a typical pre-school session & their individual needs, interests, and prior experiences can be shared by parents. The home visit also provides an opportunity to play with and observe the child in their own familiar surroundings & better understand how to settle & provide for them at pre-school.
2. Children with additional needs requiring SEND Support may be offered extra taster sessions, & staff may visit other groups they attend;
3. We may seek specialist training e.g. from CCNT / sensory support team: and visits / advice from other professionals involved, as necessary
4. Settling in – Our key person system helps the children to settle & form secure attachments within the setting. We provide a differentiated curriculum so that children have access to activities & resources tailored to their abilities, needs, & interests. Our settling in process is designed to be flexible e.g. for some children a graduated introduction is offered – building up hours / sessions as necessary.

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

Our pre-school seeks to include and value each child, as an individual, and to provide a warm welcome and appropriate learning opportunities for all children, whatever their needs, giving extra support where necessary. Our desire is to create a socially inclusive community within our setting.

We are committed to the inclusion of all children so that they can access the curriculum as fully as possible at a level which recognises their skills, interests and abilities, and so they are able to learn and develop their individual potential within a safe, caring and stimulating environment without discrimination. We aim for a holistic approach for all the children so that all aspects of their lives are valued including family, wellbeing, personal needs, education & care.

1. We gather information prior to start & planning takes into consideration the abilities &

needs of each individual child

2. Keypersons observe & plan for the children's next steps
3. Your child's care & education will be overseen by Leader / Deputy & SENCO , planning jointly with the keyperson .
4. All staff in setting, including the key person, work with the child.
5. Meeting children's needs happens on an individual basis & will be discussed prior to a child starting with leader (SENCO) & deputy
6. In some cases a child may be offered additional support following assessment by the Outreach & Inclusion Team based on their needs & available funding.

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

1. Angela Leeves – Leader / SENCO can give advice if you are considering sending your child to RSG
2. Keyperson / Inclusion worker / SENCO can be 1st point of contact if you want to discuss something once your child has started
3. All pre-school staff are involved in your child's education

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

1. Our main entrance has 2 steps up into the lobby area & there are 2 steps down to the garden. The building has a ramp at the front for wheelchair access and children can be taken to the grassed garden via this route although this is not ideal.
2. Indoor activities / resources are available to children both on floor mats and at low tables.
3. Our sand & messy play area is on the stage which is accessed by steps– practising using steps has been helpful for children to develop their physical skills (& for some physiotherapy targets) but messy play resources may be brought down into the general hall level if a child is not able to access the stage.
4. It is advised that parents visit the setting to see the physical environment & experience the ethos of the group to ensure that they feel it is suitable for their child before applying for a place.
5. Parents can register interest by contacting by phone / email / in person to request a waiting list application form. Please give more detailed details of your child's individual needs on application so that we can plan ahead.
6. Visual strategies for communication are in general use in the setting using objects of reference, widgets, visual timetables, now & next / choice boards, timers etc. These are useful for all children but those with English as an Additional language (EAL) as well as those with speech, language & communication needs particularly benefit. Some very basic Makaton is also used.
7. Specialist Equipment may need to be sought & we can seek advice from other professionals & invite them to visit e.g. physiotherapy service, Sensory support service to make reasonable adjustments as advised.
8. An audit has been carried out by the Vision team & Yellow lines have been marked to

indicate steps /changes in level.

9. A soundfield system is in everyday use for the hearing impaired.
10. The disabled toilet is used as a designated area for nappy changing. Toilets are adult sized but potties and trainer toilet seats supplement fixed facilities.
11. We may be able to purchase extra equipment / resources using the Disability Access fund for Children in receipt of Disability Living Allowance.

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

1. Our setting has worked with a wide range of other professionals / services including Outreach & Inclusion team, Physiotherapy & Occupational therapy services, Sensory support teams – both hearing & vision, Portage, CCNT nurses, Speech & language therapy service (both for communication & specialist feeding advice), Health visitors, Paediatricians, Educational Psychology service, Bromley Children Project

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

1. Children are observed on a regular basis and their progress reviewed through a 6 week check after settling in.
2. Any concerns are communicated to the SENCO & extra observations may be carried out.
3. All parents receive a meeting to discuss their child's progress following settling in & there is opportunity to discuss any concerns raised & what the next steps might be.
4. The key person & SENCO would be involved & a SEND support plan (IEP) drawn up in consultation with the parents. We aim that this should be a very child centred, friendly and supportive experience that focuses on the child's strengths, skills and interests first and goes on to consider what areas they struggle with / need help with both at home and in the setting before setting targets.
5. If necessary referrals can be made to other services e.g. Speech & Language Therapy.
6. Any concerns which arise after the initial settling period can be met in a similar way.

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

1. All referrals and SEND plans (IEPs) are co-produced by parents & SENCO & keyperson / SIPS worker
2. Keypersons / Inclusion workers offer daily personal contact opportunities with parents / carers. Parents may also be offered information about planning so they can prepare their children for the forthcoming day / week.
3. SEND Support plans are drawn up to involve advice from other professionals as well as what parents & carers agree they would like to do at home.
4. Termly coffee mornings provide opportunities to network with other parents to find out more about different aspects of how the children are learning at pre-school e.g. through schemas, in the social skills, in maths & literacy, outdoors, in preparation for school.
5. Parents are invited to voluntarily join us for a session (perhaps half termly) once their child

has settled in, to get an insight into their child's experience at pre-school & take home some ideas

6. The setting provides handouts & information about different aspects of the pre-school curriculum. Our School App is also a useful way for families to receive information and news directly via their phone or tablet e.g. policies, ideas for home learning etc.

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

1. The leader has been SENCO for over 15 years & has also worked part time for the Outreach and Inclusion team in the past, delivering training on running social skills groups to other settings as well as general inclusion support.
2. The Deputy Leader has long term experience of work in holiday schemes for children with SEND (the Petts Wood Playgroup Summer Scheme & Kids & Crew)
3. At least 5 of our staff have experience as Inclusion workers supporting children in our setting & have attended borough training through SIPS forums.
4. Staff have attended a wide range of SEND training including training on ASD, Deaf Awareness, Speech & Language Difficulties, Portage, Attachment Disorder, Sensory Processing Difficulties, Positive Behaviour Management.
5. The setting has supported children with a wide range of additional needs including ASD & Social Communication needs, Speech & language delay / Difficulty, Cystic Fibrosis, Prader Willi syndrome, Hearing impairment, Visual processing difficulty, Epilepsy, Physical disability, Genetic disorders, Global developmental delay, Cerebral Palsy
6. The leader also represents Early Years on the SEND Reforms Governance Board.
7. We have a number of bilingual staff – languages include, Thai, Tamil, Greek, Albanian

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?

1. We have worked in partnership with Education Keyworkers to help families through the EHCP process as appropriate.
2. We have also facilitated Transition meetings both for children with EHC plans & those whose needs fall below this threshold
3. Teachers & SENCOs from local schools are invited to visit children in the setting who will be transitioning to their school & this gives opportunities to share practical information that may not appear on a plan.
4. We have supported & accompanied children to attend their taster sessions at school if necessary.
5. When children have changed settings we have also facilitated joint meetings with the new setting staff & other professionals, & parents and arranged visits in order to pass on information in a co-ordinated way.

Feedback from parents and carers:
Provider Response to feedback:
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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/