



'Our Local Special Educational Needs and Disabilities (SEND) Offer'

How will Aspley Guise Pre-School know if my child needs additional help?

- We are committed to monitoring and assessing a child's progress. Our key person system ensures a continuous record of a child's development and learning.
- We are committed to early identification of additional needs; these are supported by completing 2 year old checks, progress summaries every term and identifying the child's needs by observation.
- We use a graduated response to meeting special educational needs in line with the Code of Practice 2014.
- We work alongside parents to discuss any concerns raised by either the parents or the child's key person.
- Parents are kept informed at all stages in the process of identification and assessment by the settings Special Educational Needs Co-ordinator (SENco) or the child's key person.
- Parents are invited to participate in all discussions about their child; this includes meetings with outside professionals, support meetings and approving supporting statements where needed.

Who are the key people within the setting available to discuss parental concerns about their child's additional needs?

Parents, who are concerned about their child's well-being and progress, should speak with the child's key person in the first instance. The key person will liaise with the settings SENco, where needed a meeting will be arranged for the parents to meet with the SENco and the key person for a formal meeting.

Aspley Guise Pre-School has a dedicated Special Educational Needs and Disabilities coordinator (SENco), the contact is Susan Riley.

How will Parents/Carers be informed about their child's progress and how will progress be measured?

Children within our setting will be assessed using development milestones taken from The Early Years Foundation Stage (EYFS) and The Department of Education document "Early Years Outcomes". The setting's SENco/Key person will gather further information from parents and other professionals involved in supporting the child's outcomes. The key person will complete regular observations and assessments on the child's development, recording and evaluating their progress and identifying needs.

For further advice the SENco will refer to the Central Bedfordshire Guidance on SEND in the Early Years a Graduated Approach 2015.

The setting will ensure a good working partnership with parents, key person and SENco, all working together will achieve the best possible outcomes for the child and their families.



The setting will consider the child's needs and monitor their progress using the Central Bedfordshire SEND Support Plan. The plan will set out long and short term outcomes that everyone will support the child to work towards. Progress meetings will take place once every half term and will involve the parents, SENco, child's key person and any other outside professionals who are supporting the child and their family.

With the parents' permission a referral may be made to Central Bedfordshire Early Years Allocation meeting requesting an Early Years Initial Assessment by one of the Early Years professional team. As stated in the SEND Code of Practice 2014 in a very few exceptional cases where there are severe and complex needs an Education Health and Care Plan (EHCP) needs assessment request may be necessary.

Our SEN policy recognises that partnership working with parents is paramount to enabling children with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to a shared view of the child's needs. When supporting children and the families, we may 'sign post' parents to other agencies and support groups such as Parent Partnership.

Medical needs are addressed as required in a 'Care Plan'; the plan is put in place by working in partnership with parents and other health professionals. Medicines are administered in line with our 'Managing Medicines' Policy.

What other different types of support can the child receive?

Support for children within the setting will vary according to their individual needs or medical needs, these may include;

- Small group activities that address individual needs e.g letters and sounds, listening and speaking activities.
- Routines and activities may be adapted to meet individual needs, using visual prompts and timetables where needed. Adults may also use other forms of communication such as Makaton or Picture Exchange Communication System (PECs) when advised by Speech and Language professionals or the Early Years Support Team.
- If/When a child is supported by The Early Years Support Team, they will offer advice and support to identify the child's needs, set outcomes and monitor progress.
- The Child's key person or the settings SENco will work 1:1 with the child to address outcomes specified in the child's SEND support Plan.
- To help the setting support the child's needs additional funding may be provided by Central Bedfordshire Early Years Allocation team. This will only happen after a child has received an Initial assessment from the Early Years Support Team. The funding will enable staff to spend time with a child to put in place recommended strategies from outside professionals.

What Support is in place to meet Children's physical needs?

The setting will follow any advice given by Physiotherapists and Occupational Therapists about how to best work with the child and meet their individual needs.

Aspley Guise pre-school is a single story building with a ramp leading to the main door. All the learning space inside the building is on one level, with an open plan and spacious room. The building has an accessible toilet, with a hand rail support and outwards opening door. All the



staff at Aspley Guise Pre-school are Paediatric First Aid trained; this training is renewed every 3 years. Where necessary staff will undertake regular training in Epi-pen, Epilepsy or Asthma. Risk assessments for individual children will be completed, depending on the child's needs. The assessment will be completed by the settings SENco and parents, with advice taken from further outside professionals involved with the child's development.

Aspley Guise Pre-School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for children with SEND.

What other agencies can provide support to children with SEND?

The setting will liaise closely with a range of outside agencies in order to draw upon expertise of a wide range of external professionals to support children with SEND. They contribute through providing observations, reports, advice for parents and staff, and by attending professional meetings.

Agencies may include;

- Local Authority Early Years SEND Advisory Teacher (Psychology and Advisory Support Service)
- Early Years Support Team (EYST)
- Child Development Centre
- Child Bereavement, Trauma and Emotional Wellbeing Services (CHUMS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School and Community Nursing Service
- The Virtual School for Looked After Children (LAC)
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)

What specialist training do staff have in SEND?

Aspley Guise pre-school staff have experience with a wide range of children with Special Educational Needs, some of whom have disabilities. In many cases, the action necessary to respond to an individual's requirements for access to play and learning will be met through greater differentiation of activities.

Our SENco has attended the Local Authority three day training in SEND, providing an additional qualification.

Aspley Guise pre-school has a communication coordinator who can advise on Speech and Language difficulties.

Staff have attended Managing Feelings and Behaviour training provided by the Local Authority.

Staff have completed the E-learning course; A introduction to Autism Spectrum (ASD)