**Welcome to Early Years SEND in Kingsway PreSchool**

**2023 - 2024**

### What is SEND? (Special Educational Need or Disability)

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

**Some key terms explained**:

* **Learning Difficulty:** when a child finds it harder to learn than most children do.
* **Disability (that we need to make special provision for):** something that hinders a child from using our preschool/nursery facilities.
* **Special provision:** is support that is extra or different to what is typically provided.

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| **Key People** | |
| A picture containing clipart, drawing, illustration, cartoon  Description automatically generated  Hayley | **SENCO**  Special Educational Needs and Disabilty Coordinator  I lead and manage SEND in Preschool. |
| Karen A cartoon of a person with long blonde hair  Description automatically generated with low confidencesarah-150x150.jpg Sarah | **Preschool Managers:**  We lead and manage the whole Preschool.  **How to Contact Us**  [kingswaypreschool@yahoo.co.uk](mailto:kingswaypreschool@yahoo.co.uk)  07757164206 |

**What are Our values??**

Every child with SEND can thrive. We do everything that we can to make sure that happens.

That means we:

* provide learning activities that meet the needs of every child.
* make **reasonable adjustments** to activities and our preschool environment.
* provide staff training to expand our SEND expertise.



**What are our ambitions for children who have SEND?**

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

* have excellent basic skills.
* have good friends and relationships.
* live a healthy and independent life in the community.
* be successful in work.

**TYPES OF SUPPORT**

**How do we identify if a child has SEND?**

We will assess your child. This will be through observations and identifying development levels through play. It could also be assessing your child’s social skills or behaviour. We use the assessment tool Development matters as a guidance when observing children.

Some parents give us extra information to help us make decisions. For example, this could be a speech and language referral or a diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

• A child making less progress than their peers.

• A child making less progress than they did before.

• A child not closing the gap between them and their peers (despite any extra help that they have received).

Identification of SEND

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**Specialist**

SEND support for identified children to meet their very individual needs.

What does Specialist Support look like?

* Individual Support Plan (ISP) with SMART targets,
* Input from other professionals in forms of care plans, or setting visits,
* Adapted personalized timetables.
* 1:1 support during activities or specific parts of the day or for physiotherapy work or Speech Therapy.
* May require an Educational, Health Care Plan. (EHCP)

**Targeted**

Additional Support and opportunities for identified children.

What does Targeted Support look like?

* Individual support plan (ISP) with SMART targets,
* Small group sessions
* Intervention groups
* 1:1 support with an adult to work on specific targets for specified times.
* Inclusion Funding maybe required to enable your child additional support they require.

**Universal**

Support and opportunities for every child.

What does Universal Support Look like?

* Well planned activities that are adjusted to engage all children.
* Resources that help all children succeed.
* Opportunities for children to practice and use their learning in different situations.
* Staff observing children to support and introduce next steps.

**The Graduated Response**

**As a setting we deliver the graduated response as shown below. If a child is identified as having SEND, An ISP (individual support plan) is devised with parents/carers and takes into consideration, recommendations from outside professionals. This ensures the child is supported fully in all required areas and has the best opportunity to make progress.**

**Assess, Plan, Do, Review**

All our SEND support fits into a four-part cycle called Assess, Plan, Do, Review.

**Assess:** Through observations we assess and decide what the child’s needs are.

**Plan:** We set SMART targets. We decide how we support the child to meet these targets.

**Do:** Everyone follows the plans we’ve agreed. (This includes in setting and at home)

**Review:** We look at how well the plans worked. We discuss progress towards meeting targets. We agree what to do next.

Each cycle takes 6 weeks

**What are SMART Targets?**

We set targets for children with SEND so that staff, parents, and children know

what we are all working towards. These targets are part of a child’s Individual Support Plan (ISP)

We often call these **SMART** targets. SMART targets are:

**S**pecific: We say exactly what the next small step will be for the child.

**M**easurable: We say how we will know if the child is meeting

the target.

**A**chievable: We will be ambitious for the child, but it still needs

to be achievable.

**R**elevant: We link it to the child’s difficulties or what they need

to achieve next.

**T**ime bound: Targets are set with a time frame. To determine

how and when targets are achieved.



**Parent/Carer Involvement**

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**Teamwork with Parent/carers and Families**

Parents are a vital to the success of children with SEND:

* Their knowledge helps us to get a complete view of a child's SEND.
* They tell us what strategies work well at home (often good ideas from home can help the child in preschool/nursery).
* Parents attend 6 weekly ISP Reviews so we can review their child’s progress as a team.
* Parents use ideas from preschool/nursery to help the child at home.
* Parents share useful information with us to help us meet the child’s SEND (e.g., clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

* Find out more about the parent’s views and aspirations for their child.
* Discuss what the next steps might be (this might include setting targets).
* Agree some long-term outcomes.

Excellent teamwork between us and parents is very important to us!

