**What kinds of special educational needs are provided for at The Willows Preschool?**

The Willows Preschool is proud to be able to offer inclusive support for children who may have:

* Hearing difficulties
* Social communication needs
* Physical and medical needs
* Speech and language needs

**How do we identify children and young people with SEN and their needs?**

If a child has been identified with SEN before they start with us then we continue to work with professionals who are already involved to help aid transition and further development.

At the preschool we observe the children in their play and link these to the Learning Outcomes from Development Matters in the EYFS. Staff then surmise these observations in progress reports. When staff feel a child is not reaching the level expected then we will speak to the parents to see what support may be needed.

To further assess development we use a SEND services from Wiltshire Council called the ‘GRSS’.  This denotes to staff whether some additional help may be needed. If so, we use our professional experience to seek support whether from SALT or from the EYIO or SEND team.

If parents have concerns about their child’s development they are always advised to speak to the keyperson or the SENCo direct.

**Who are our SEND team?**

Our Special Educational Needs Co-ordinator is Mrs Lydia Brewer. Our setting manager is Mrs Gemma Savery.

**How do we include parents of children who have SEND?**

We involve parents at every step. Formal conversations are held to ensure everyone is happy with the way that support is being offered.

As external professionals become involved then the setting often remains the centre of support and meetings may be held with staff and professionals and families.

We hold parents’ evenings three times a year.

**How do we consult with children who have SEND?**

We use the voice of the child and create a one-page profile involving the child where appropriate

**What arrangements are in place for monitoring children’s development? How is this shared with parents?**

Keypersons track each child’s development against the Learning Outcomes. They use this to ensure children are developing as hoped. Staff summarise development three times a year and this is shared in a document with parents. Staff also offer the chance to attend a Parents’ Evening where this information can be shared in person. IEPs monitor a child with SEND and keypersons keep a diary to provide an over view of how the child is benefitting from this. It is shared with parents and other professionals who may be involved with the child.

**What arrangements are in place for supporting moving to primary school?**

Each case is considered individually; children who are moving up to primary school will have additional support in visits when applicable. If they will be attending the primary school on site then staff will work together to increase the number or timing of visits to ensure a sense of familiarity.

Transition meetings are held with school, preschool and other professionals involved with the child.

**How do we support children with SEN?**

All children are treated as individuals within the setting, and all children are included in the setting.

The child’s keyperson will work closely with parents and professionals to ensure there is support in place and the LA will also offer support at varying levels.

An IEP may be used to monitor progress and support, as may a Support Plan. My Plans are used in complex cases.

**How is the curriculum or environment altered?**

Our physical environment is fully inclusive as we have ramps and disabled facilities.

We have used hearing support systems for those with hearing problems.

We use an IEP or equivalent to ensure the child is able to access the curriculum and activities and these are monitored termly. Children are tracked according to their level of development rather than their age.

**How are staff are trained to support children?**

Lydia Brewer is trained in SEN work and attends LA training as offered.

Some staff have Makaton experience or awareness.

We have historical experience with some physical needs, and with hearing impaired children.

We have staff who have trained at the local specialist centre.

**How do we monitor our provision for children with SEND?**

Our SENCo draws up an IEP with the keyperson, and family as necessary. The keyperson monitors the effectiveness using a diary which is shared with the SENCo.

Staff are able to discuss individual cases with the SENCo or manager at staff meetings and action can be taken.

The SENCo liaises with the EYIO and other professionals to ensure that provision is good for all children.

The SENCO will also monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement.

The SENCO evaluates the SEND policy annually to ensure that it is fit for purpose.

**How do we ensure that young people with SEND are able to access all activities and resources?**

Keypersons plan small group time which is informed through individual next steps and targets. Resources are provided with differing needs considered, and activities are adapted as necessary.

**How do we ensure PSE development is taken into account?**

We use small group time to promote good social skills. Children are split according to age and stage of development to offer the correct level of support and teaching. Our focussed groups, such as BLAST, offer additional support to those children who will benefit from it. Staff are very good role models for PSE.

Staff monitor concerns about behaviour and liaise with parents as necessary.

**How do we involve other professionals?**

We involve professionals who are needed to support each child individually. Keypersons liaise with them to offer knowledge and support to child and family.

**What happens if parents and carers are not happy with our provision?**

Parents should speak to the keyperson or manager in the first instance.