



Peartree Way Pre-School, Nursery & Forest School

"Friendship, Fun & Learning for Life"

Peartree Way, Stevenage, Herts. SG2 9EA
Tel: (01438) 353897. Fax: (01438) 351073

www.peartreeway.herts.sch.uk

admin@peartreeway.herts.sch.uk

SEND PROVISION MAP November 2017 Review: November 2018

In addition to what is offered to All Children, an amended offer will be available Some Children and further amended for A Few Children, depending on their needs.

How does Peartree Way Pre-School, Nursery and Forest School know if children need extra help and what should I do if I think my child may have Special Educational Needs or Disability (SEND)?

ALL CHILDREN:

- Are offered a home visit or visited in their pre-school setting prior to starting Nursery – this may identify any additional need.
- Are given a key-worker and are treated as individuals.
- Are observed and their progress is recorded in a personal Learning Journal – this enables us to identify children who may benefit from extra support as early as possible. “Early action is critical to the future progress and improved outcomes, essential in helping children prepare for adult life” (SEN Code of Practice 2015)
- Have their progress monitored by the Senior Leadership team termly.

SOME CHILDREN:

- May need additional assessment to identify gaps in learning e.g. an Individual Assessment of Early Learning & Development (IAELD), Early Support Developmental Journal and Wellcomm which supports Speech & Language Development.
- Are included in the ‘Provision Map’ which specify support offered to all, some and few children.
- Have additional professionals that identify and support individual needs e.g. Health Visitor, Speech & Language therapist, Physiotherapist etc.

A FEW CHILDREN:

- May be referred to the Children's Centre for additional support
- May be referred to the Hertfordshire Integrated Services for Schools (ISL) for support from specialist teams e.g. Communication Disorder Team, Early Years SEND Team, Educational Psychologists and Sensory/Physical Needs Team
- If you have a concern about your child's development/progress, please speak to your child's keyworker or Claudia Banita (SEND Co-ordinator)

How will Peartree Way Pre-School, Nursery and Forest School staff support my child?

The SEN Code of Practice (2015) states a "graduated approach with 4 stages of action: Assess, Plan, Do, Review" is the best way to work with parents to meet a child's needs.

ALL CHILDREN:

- Begin their Learning Journal with information from home.
- Have access to experienced and dedicated staff who are Early Years trained.
- Have a 'keyworker' who will build a solid relationship with your child, ensuring individual needs and interests are planned for.
- Are taught strategies to support communication e.g. signing and visual routines.
- Are assessed using the Early Years Foundation Stage Early Years Outcomes.

SOME CHILDREN:

- Are assessed using the Individual Assessment of Early Learning & Development (IAELD), Early Support Developmental Journal and Wellcomm which supports Speech & Language Development.
- May have an Individual Support Plan (ISP) working in partnership with you, setting and reviewing targets and giving you ideas to support your child at home.
- May need a different approach to learning.
- May be signposted to the Children's Centre for support.

A FEW CHILDREN:

- Will be referred to the Hertfordshire Integrated Services for Schools (ISL) for support from specialist teams e.g. Communication Disorder Team, Early Years SEND Team, Educational Psychologists and Sensory/Physical Needs Team
- Will require an adult to work 1:1 to support learning and accessing the environment.
- Will receive Exceptional Needs Funding.
- The setting shares relevant information in a confidential manner

How will I know how my child is doing?

ALL CHILDREN:

- Are 'tracked' using the schools data trackind system, SIMS.
- Have a Learning Journal that contains observations and photographs of your child's progress. This is shared with you on a regular basis.
- Progress is shared with parents during regular Parents' Evenings and relevant 'next steps' are shared.
- Are welcomed into the setting with parents and carers when informal information may be shared during daily contact with your child's Keyworker.

SOME CHILDREN:

- May have a home/school book for communication between home & school.
- Have regular review meetings to discuss progress and review targets in their ISP.

- Families may have regular Team Around the Family Meetings.

A FEW CHILDREN:

- Will have visits and reports from outside professionals and other support agencies which are shared with you.

How will the learning and development provision be matched to my child's needs?

ALL CHILDREN:

- Have experiences staff supporting learning through play experiences.
- Work in a purposeful, organised environment that promotes independence and problem solving.
- Follow routines and take part in small group activities that are differentiated match needs.
- Follow a visual timetable, particularly during their first months at Pre-School or Nursery.
- Have access to high quality, stimulating resources inside and outside.
- Have their achievements celebrated and their work displayed.
- Are taught basic signs.

SOME CHILDREN:

- May have an ISP with regular meetings to discuss progress and next steps.
- Have individualised visual timetables and 'now & next' boards.
- Have more flexibility within the routine.
- May have additional small group sessions or individual work e.g. speech & language support.
- May be included in the SEND Register
- Have specific resources to match their needs, interests and learning style

A FEW CHILDREN:

- Will be working with outside professionals.
- Have 1:1 support.
- Will have specific aids provided or recommended by outside agencies.

When appropriate, the Headteacher/ SENCo will seek additional training for staff to meet specific needs.

What support will there be for my child's well-being?

ALL CHILDREN:

- Have access to two qualified teachers, with the Senior Teacher leading the Nursery Team of qualified and experienced staff. Pre-School staff are supported by both the Headteacher and Senior Teacher and are also qualified and experienced.
- Have a Keyworker who endeavour to build excellent relationships with parents and children.
- Learn in a setting that is welcoming and friendly where inclusion for all is promoted as well as a positive 'can-do' atmosphere, especially during Forest School sessions.
- Are valued for their strengths and any achievements, no matter how small, are celebrated.
- Work with practitioners who provide positive role models and are consistent in their approach.
- Have safe, quiet areas to retreat to inside and outside if they are tired or need some quiet time.
- Are encouraged to have regular attendance.

- Have dietary needs catered for.
- Have access to planned activities promoting Personal, Social and Emotional Development.
- Have their levels of Well Being and Involvement assessed within observations using Ferre Laevers scales. If concerns are noted, we will liaise with you to agree next steps.

SOME CHILDREN:

- Have personal Care Plans which detail the need, how staff will recognise any relevant symptoms, manage medication and provide personal care.
- Have a nap in the afternoon.
- Require personal care e.g. nappy changing.

A FEW CHILDREN:

- Receive Exceptional Needs Funding (ENF) which is applied for and decided through an impartial panel.
- Will have 1:1 support.

What specialist services and expertise are available at or accessed by Peartree Way Pre-School, Nursery and Forest School?

ALL CHILDREN:

- Are taught by staff who hold appropriate Early Years qualifications and have experience working with young children.
- Can access support services provided by the Children's Centre e.g. Parenting courses.
- Work with staff who use simple signing.
- Have access to two class teachers who are trained to support children with emotional difficulties.
- Have access to the SENCo, Claudia Banita.
- Are screened for speech and language development using Wellcomm.

SOME CHILDREN:

- Have specialist services involved with them who may come to observe your child in the setting e.g. speech and language.
- Have Team Around the Family (TAF) meetings to engage a number of professionals.

A FEW CHILDREN:

- Have visits from Hertfordshire ISL. The team will support practitioners to meet individual needs by observing children within the setting, suggesting ways to support individual needs and planning next steps with practitioners and parents.
- Are 'Children Looked After' (CLA) and have a social worker and an individualised Early Years Personalised Education Plan (PEP). The dedicated Teacher for CLA is Deborah Willcox (Headteacher)
- Are on the Child Protection Register where they have a Child in Need Plan or a Child Protection plan, have a social worker and a team to support their needs.

What training and/or experience do the staff supporting children with SEND have?

ALL CHILDREN:

- Staff are kept up to date with changes to the curriculum and practice through regular INSET days, staff meetings and Professional Development Meetings.
- Staff attend relevant external training.
- Individual staff are trained in First Aid.

- Staff have completed Epi Pen, Buccolam and Diabetes training.
- Have access to the SENCo.
- Staff have completed Hertfordshire Early Years STEPS training.

SOME CHILDREN:

We have staff who are have experience in the following areas:

- Working with children with Hearing Impairment.
- Working with children with Behavioural issues.
- Working with children with Speech, Language and Communication needs.
- Working with children with Specific Learning Difficulties.
- Working with children with Physical Difficulties
- Working with children with Epilepsy
- Working with children with Diabetes
- Working with children on the Autistic Spectrum
- Working with children with Global Developmental Delay
- Benefit from the SENCo's termly network meetings to keep up to date with current changes as well as relevant training.

A FEW CHILDREN:

- Will be working with outside professionals who guide and support staff and advise on the next step e.g. applying for an Education, Health and Care Plan (EHCP) assessment.

How will my child be included in activities outside the setting?

ALL CHILDREN:

- Are welcome to attend visits outside the setting.
- Can bring their parents or carers on visits.
- Will be kept safe by ensuring adult:child ratios are above the minimum requirements.

SOME CHILDREN:

- May require additional planning to enable the visit to take place.
- Would require special aids or medicines to be administered whilst on the visit.

A FEW CHILDREN:

- Would require a separate risk assessment prior to the visit.

How will I be involved in discussions about, and planning for, my child's learning and development?

ALL PARENTS/CARERS:

- Are encouraged to visit the Nursery or Pre-School with their child and/or extended family prior to applications being made. This first contact is important to share important information relating to your child's needs.
- Are encouraged to share their Learning Journal with their child at various opportunities throughout the year e.g. at Parents' Evening, after the Christmas Performance etc. These Learning Journals contain observations, photos and next steps of your child's progress and development.
- Daily contact with your child's keyworker allows opportunities to share information on an informal basis.

- Are encouraged to work with their child to share experiences and knowledge which is added to their Learning Journals e.g. questions when the firemen visits, what they have found out about owls etc.
- Given opportunities to share their child's interests with staff which can be used to plan activities within the setting.
- Receive regular newsletters with information about what is happening in school and how this can be extended at home, including the Core Books used.

SOME PARENTS/CARERS:

- May have informal discussions with your child's Keyworker, support staff, Teacher or SENCo.
- May have strategies to practice at home from outside agencies e.g. speech and language therapist.
- Will have regular Team around the Family (TAF) meetings.
- May be signposted to the services of the Children's Centre.

A FEW PARENTS/CARERS:

- Will be involved in setting and reviewing targets for ISPs.
- Will be involved in regular TAF, Child in Need or Child Protection meetings.
- Will be involved in applications for an education, Health and Care Plan (EHCP).

How accessible is the building/environment?

ALL CHILDREN:

- Are taught in a purpose built building on one level, with wide entrances.
- Have level access to the garden area.
- The building is large enough so that children have space to move freely.
- The use of iPads enable all children to access technology to support their learning.

SOME CHILDREN:

- May need access to nappy changing facilities and support with toileting.

A FEW CHILDREN:

- May need adaptations to existing resources/environment to ensure they can access them.

How will Peartree Way prepare and support my child with transitions between home, settings and school?

ALL CHILDREN:

- Will be introduced to their Keyworker before they join.
- Nursery children will be visited in their pre-school or be offered a home visit.
- Pre-school children will be offered a home visit and invited to visit.
- Will be offered settling in sessions when parents/carers can Stay and Play.
- Will be offered shorter sessions when parents/carers leave their child prior to accessing the full 3 hour session.
- Will be given a Family Book to complete at home to talk about at school.
- Will be supported by staff during their transition to Primary School.

SOME CHILDREN:

- Will have a flexible settling period to meet their needs.
- Will have additional transition visits to the Nursery or their next setting.
- Will have visits from the SENCo of the previous or next setting.

A FEW CHILDREN:

- Will have bespoke settling in and transition arrangements which involve our Family Worker, Mrs Pestell, and outside agencies.

IN ADDITION WE OFFER:

- Families are offered introductory parents meetings.
- Contact previous settings and liaise with staff
- Invite all next settings to visit the children during their session at Nursery.
- Pass on assessments and records to next settings.

How are resources used to support children's special educational needs and/or disabilities?**ALL CHILDREN:**

- Are observed and assessed continuously to ensure they are making good progress linked to the Early Years Foundations Stage Early Outcomes.
- Have small group activities and high quality interactions with staff during child initiated learning,
- Regular staff meetings ensure all staff working with your child know how to meet their needs and support them.
- The Headteacher and Governors monitor finances carefully.
- There is named SEN Governor, Carolyn Linsell, who meets regularly with the SENCo to discuss provision of support and the impact of this provision.

SOME CHILDREN:

- In discussion with you, the class teacher/keyworker and SENCo will identify what support is needed.
- Have short term targets on an Individual Support Plan (ISP) which identify extra support to enable your child's learning.
- May need specific additional resources linked to individual interests or development level e.g. Wellcomm.
- The impact of intervention is monitored carefully by the Senior Leadership Team.

A FEW CHILDREN:

- Have outside professionals involved who may advise on the need for Exceptional Needs Funding or an Education, Health and Care Plan. (EHCP)

Who can I contact for further information about the Early Years Offer?

If you wish to discuss your child's educational needs or have concerns regarding your child, please speak to your child's Keyworker or contact the office to speak to:

Mrs. Deborah Willcox – Headteacher

Miss Claudia Banita – SENCo

Miss Stacey Smith – Pre-School Leader/SENCo

The Parent Partnership is a free, independent and confidential service that can offer support and advice to parents. For more information, look at their website www.hertsdirect.org/partnership or telephone their helpline on 01992 555847.

HAND (Hertfordshire Additional Needs Database) offers free and confidential information for families with a child with additional needs. Concessions are available for some leisure facilities.

Contact www.hertsdirect.org/hand or telephone 01992 556984.

For further information about the Hertfordshire Local Offer go to www.hertsdirect.org/localoffer