

SEND Information Report

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| Provider Name | Bickley Park School Pre-Prep |
| EY Number | DFE URN 532229 |
| Address | 14, Page Heath Lane, Bickley, Bromley, BR1 2DS |
| Email | info@bickleyparkschool.co.uk |
| Telephone | 0208 460 9800 |
| Name of SENCo | Amanda Oakes |

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?

- All children attend a 'taster' session during which they will meet their new teacher, their peers and join in activities before starting at Bickley Park.
- Parents are invited to an information evening at the beginning of September.
- Staff are available at the beginning and end of each day to discuss any concerns with parents. Appointments can also be arranged at other times to suit and we have a dedicated meeting room which we can use to ensure privacy and discretion.
- Children follow clear routines supported by visual reminders to help them settle.
- Visual timetables are used to enable children to follow the structure of the day.

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

- Teachers are skilled at adapting the curriculum to meet the diverse range of needs in each class.
- Class teachers identify children who are not making expected progress or who have needs which are affecting their ability to engage in learning activities.
- Assessments are carried out as appropriate by the SENCo and actions are agreed with the class teacher and parents with the aim of reducing barriers to learning and ensuring that good progress is made. The SENCo works closely with the class teachers/Key workers and oversees and plans their education and care.
- The SENCo provides advice to class teachers for children with SEND.
- Where appropriate we would follow advice from the Bromley Deaf and Hearing Team and the Visual Team
- If external agencies are involved, their advice and recommendations are followed and included in individual Provision Plans. Existing staff are deployed to ensure that your child can engage both in learning opportunities and also wider school

activities. The long term goal of all support is for children to develop independent learning skills.

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

If you have concerns about your child you should speak to your child's class teacher/Key worker first. You may then be directed to the Pre-Prep SENCO, Mrs Amanda Oakes via the School Office or email aoakes@bickleyparkschool.co.uk.

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

- The Nursery and Reception block have wheelchair access and both Nursery and Reception buildings have accessible toilets and changing facilities. Wheel chair users would need to access the Reception block via a separate side entrance.
- All children have access to a range of Information Technology which is used to support the learning of all children including those with SEND.
- Advice to support individual children from Occupational Therapists/Physiotherapists/ the Hearing Team and the Visual Team is disseminated and followed. We would use a sound field system if supplied to us for a hearing impaired child.

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

We work closely with the specialist support team (Outreach and Inclusion) part of the Bromley Early Years Specialist Education Services, to ensure that the needs of all children with SEND who meet the admissions criteria are met.

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

- At Bickley Park we have a culture of continual assessment which monitors progress against expected developmental goals.
- We follow the guidance of the SEND Code of Practice 2015 and adopt the 'Assess, Plan, Do, Review' model to identify children with SEND and plan their next steps.
- We track the developmental progress of every child regularly and have weekly staff meetings to discuss children's wellbeing and progress.
- The SENCo makes regular observations in all the EYFS classrooms and will conduct assessments which may be helpful in better understanding an individual child's needs.
- Children who have been assessed as having SEND are placed on a SEND Register which is overseen by the SENCO and held by all class teachers. The register is regularly reviewed. Children receiving support which is *additional to and different from* that which all children can expect, will have a Provision Plan drawn up and parents will have the opportunity to contribute to it.

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

There are many opportunities for parents to be involved in their child's learning and wellbeing. These include contributing to:

- Tapestry Online Learning Journal which encourages parental involvement and enables parents to build on learning experiences at home.
- Attending Parent meetings and Curriculum evenings for parents
- Attending assemblies
- Becoming active in the BPSA

If your child has additional needs they will have a Provision Plan drawn up for them by the Class teacher/Key worker and the SENCo. This will include a description of the specific difficulties and the 'next steps' and support necessary to reduce those barriers. This plan will be shared with parents and their views will be taken in to consideration. The plans are reviewed regularly with parents.

Some children may have a behaviour support plan which outlines strategies we will use in school and this is always shared with parents.

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

A number of our staff have received the following training:

- 'Early Talk 0 – 5 Enhancing Communication and Language from 'I Can'.
- RWINc Phonics training
- Makaton training
- Forest school training

The SENCO holds the National Award for SENCos and attends the annual SEND conference from the Outreach and Inclusion Team.

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?

- Prior to transition time between rooms, children are provided with many opportunities to meet the new Key workers and visit their new room.
- Staff in Little Bees, Busy Bees and Bumble Bees work closely and share information on the progress and wellbeing of all children in the setting.
- Weekly meetings with all staff in EYFS are held and the progress and needs of all children are shared.
- Information relating to children transitioning to Reception is stored centrally on SIMS and also passed on at handover meetings between staff.
- We will set up transition books with photographs where required.

Feedback from parents and carers:

Provider Response to feedback:

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| Date published : August 2019 |
| Date of next review: November 2020 |
| 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/ |