

## SEND Information Report

Provider Name	Bickley Park School Pre-Prep
EY Number	DFE URN 532229
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Name of SENDCo	Maria Davies

Confirmation that parents and other people working with the setting have been involved with the writing of this document

**YES/ NO**

This report was co-produced by the SENDCo in conjunction with the nursery manager, nursery teacher and the Reception leader. Key stakeholders were consulted for feedback, including the senior leadership team, the SEND Governor, and a sample of parents of EYFS pupils.

### 1 How will the setting help my child to settle in?

- Information is gathered about children's likes, dislikes and interests via Tapestry prior to them starting, which informs class planning.
- All children attend a 'taster' session during which they will meet their new teacher and peers, in addition to experiencing the structure of the day.
- A document containing a short description of the transition into EYFS is provided before children start at the school. This is written using age-appropriate language and is accompanied by clear images to help familiarise the children with key staff members, the uniform and the school environment.
- A parent handbook is distributed prior to children starting at the school, detailing important information about the curriculum, school timings and routines.
- Parents are invited to an information evening led by class teachers at the beginning of September.
- Teachers and keyworkers are available at the end of each day to discuss questions and concerns with parents. Appointments can also be arranged and there is a dedicated meeting room to ensure privacy and discretion.
- Children follow consistent routines, supported by visual and verbal prompts, to help them become familiar with daily expectations.
- Visual timetables are used to enable children to become independent and to anticipate what will happen during the day (see photo below).



- Flexibility arrangements for children's drop off and pick-ups can be arranged if it is deemed appropriate for individual children.
- Recordable photo books and devices (see pictures below) are available for parents to contribute photos of family members, holidays and special times to help children settle.



- If children join part-way through the year, they can be assigned 'buddies' from their peer group to help them to learn routines and engage with play activities.
- Where appropriate, the school liaises closely with previous settings and external professionals who have been involved with the children.

## 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. This enables all children to access learning and make progress.
- The SENDCo supports class teachers, teaching assistants and keyworkers to meet the needs of children with SEND. This is often through advice, modelling, disseminating good practice and formal training.
- Where appropriate, we refer pupils to the Bromley Early Years SEN advisory team, Bromley Deaf and Hearing Team and the Visual Team for guidance and advice.
- Staff are deployed to ensure that children can engage both in learning opportunities and in wider school activities. We aim to gradually reduce levels of support to enable children to develop independent learning skills.
- Children receiving support which is *additional to and different from* that which all children can expect, will have a Provision Plan/EYFS Support Plan created in collaboration with parents/carers. A child's Support Plan/Provision Plan will include a description of their strengths, difficulties, long-/short-term outcomes and the support necessary to help them achieve those outcomes.
- Provision Plans/EYFS Support Plans are reviewed at least termly; the impact of support strategies are evaluated and are amended if they are not having the intended impact. Quantitative data (e.g. attendance, progress data) and

qualitative data (e.g. class observations, work samples) are used to evaluate the impact of support strategies.

- The SENDCo, teachers and keyworkers meet regularly with parents of children with additional needs to discuss their child's progress and next steps. Parents are actively involved in the development of their children's provision.
- We expect parents to share reports/ assessments from external agencies with the school to ensure that support for children with SEND is consistent and based on the most recent assessments and guidance.

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

Open, honest communication is important to us. If a parent/carer has concerns about their child, they should speak to their child's class teacher/key worker in the first instance. If appropriate, the SENDCO (Mrs Maria Davies) can be contacted via the School Office or email: [mdavies@bickleyparkschool.co.uk](mailto:mdavies@bickleyparkschool.co.uk). Our policies are available on the school website and on request from the school office.

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

- The Nursery and Reception buildings have wheelchair access and accessible toilets. Wheelchair users access the Reception block via a separate side entrance. Some rooms in the main pre-prep building are accessed via stairs.
- 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 from Occupational Therapists/ Speech & Language Therapists / Physiotherapists/ Hearing Team and the Visual Team to improve accessibility for individual children is considered and followed, where the school can reasonably do so. We would use a sound field system if supplied to us for a hearing-impaired child.
- The SENDCo inputs into the school's Accessibility Plan.

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

- We work closely with the Bromley Early Years SEND team to ensure that the needs of all children with SEND who meet the admissions criteria, are met.
- Where children receive specialist support from external agencies, either through the Local Authority or privately, their advice and recommendations are shared with relevant staff members and included in individual Provision Plans/EYFS SEN Support Plans.
- Staff members access training offered by the Bromley EYSEN team.
- The school hosts regular workshops that aim to give parents/carers the opportunity to develop their knowledge of child development and support learning at home. Some parent workshops are hosted by school staff and others are hosted by external agencies.
- Advice on promoting positive relationships at school and at home: [Behaviour Matters | Home \(google.com\)](#)

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

- At Bickley Park School we have a culture of continual assessment which monitors progress against expected developmental goals. We recognise the importance of the early identification of needs and early implementation of support strategies.
- 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 in consultation with parents.
- Class teachers/keyworkers work in partnership with parents and the SENDCo to identify children who are not making expected progress or who have needs which are affecting their ability to engage in learning activities. Information-gathering is completed as appropriate by the SENDCo in conjunction with staff and parents to gain a deeper understanding of individual children's strengths and needs. Actions are agreed, with the aim of reducing or overcoming barriers to learning, thus enabling good progress. The SENDCo works closely with the class teachers/key workers to oversee and plan provision who have or may have special educational needs and/or disabilities (SEND).
- Children also contribute towards their provision and pupil voice is gathered by asking children age-appropriate questions relating to their experiences at the nursery/school.
- Support strategies can include adjustments to the environment, teaching strategies and the curriculum. For example, labelled resources, Makaton signing and adapted equipment.
- Some children may require targeted interventions, coordinated by the SENDCo, to support their progress, such as individual or small group sessions to promote social communication skills or improve expressive language. These interventions are implemented regularly over a period of time (usually one term) and their impact is evaluated in relation to pupil progress and cost effectiveness.
- The EYFS team tracks the developmental progress of every child regularly and has fortnightly staff meetings to evaluate children's wellbeing and progress.
- Children who have been assessed as having SEND are placed on an internal SEND Register which is overseen by the SENDCo and accessible to all teaching staff. The register is reviewed and updated termly.

### 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:

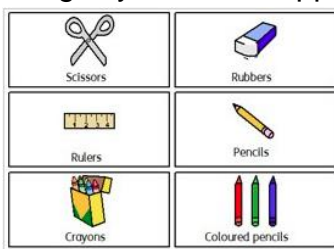
- Tapestry Online Learning Journal, which encourages parental involvement and enables parents to build on learning experiences at home.
- An online calendar on the school's website informs parents of key events relating to their child.
- Parent consultation meetings and Curriculum evenings for parents.
- Themed and celebratory assemblies.
- Opportunities to become an active member in the BPSA (parent association).
- Parent workshops led by school staff, e.g. pre-reading skills, the aspects of learning.

- Parent workshops led by external professionals, e.g. understanding emotional regulation and managing anger, developing learning through play.
- Opportunities for parents and family members to contribute to the celebration of diversity and inclusion.
- Each child in Reception is given a contact book, which enables daily two-way communication between home and school. EYFS pupils have a Care Diary, which is recorded on Tapestry.

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

The school is committed to the ongoing professional development of all staff members. Several of our staff have received the following training:

- Enhancing Communication in the Early Years
- Read, Write, Inc Phonics training
- Forest school training
- Relevant training from Bromley Education Matters, e.g. speech and language, Attachment Theory and ASD
- Widgit symbols to support communication (see below)



- Makaton signing to aid language and communication
- The 'colourful semantics' approach to supporting sentence formation
- The 'Attention Autism' approach to support joint attention and spontaneous communication
- Social stories training
- Several staff members are trained in paediatric first aid.
- Regular opportunities for reflection, sharing best practice and disseminating information about SEND are incorporated into staff meetings and INSET days.

The SENDCO has an NPQSL and MA in Advanced Educational Practice, and keeps abreast of local and national developments in SEND legislation and guidance by attending relevant training and events.

## 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 new key workers and familiarise themselves with their new room.
- Staff members regularly share information on the progress and wellbeing of all children in the setting.
- Information relating to children transitioning is stored centrally on the school's management information system.

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<b>Bromley Local Offer:</b> A source of information and advice to help support children and young people with disabilities or learning needs and their families <a href="https://bromley.mylifeportal.co.uk/localoffer/">https://bromley.mylifeportal.co.uk/localoffer/</a>