



Special Educational Needs and Disabilities (SEND) Local Offer

Infinity Pre-School
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Contact our Special Educational Needs Coordinator's (SENCO)

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Infinity Pre-school is a small rural setting providing quality education and care for children aged two to four years. We have a team of seven highly qualified Early Years practitioners: The Manager holds a degree in Working with Children (specialising in Early Years) with holds Early Years Professional Status (EYPS), one practitioner has a degree in Disability Studies with Early Years childhood Studies and five practitioners hold Level 3 childcare qualifications.

The team fulfil the responsibilities of Safeguarding Officer, Special Educational Needs Co-ordinator (SENCO), Behaviour Support, Equality and Diversity Officer and Parental Coordinator.

Accessibility and Inclusion

Infinity Pre-School is based in a former church with two main entrances, one of which can be accessed via a ramp which leads from our outdoor area through an accessible entrance into the foyer.

The accessible entrance is one of two main entrances to the building and can also be used to access our garden during the day. In addition, a second door provides direct access from the classroom into the garden via one step. The garden is split into sections which includes a large barked area, mud kitchen and grassed area. Secure fencing and high walls provide safe boundaries. This fenced garden provides areas where children are safe to explore and play. The grassed area is fairly flat and easily accessed from the path.

The foyer area includes notice boards which offer extensive information related to our routines, meal times, policies and procedures, local events and attractions. These boards provide updates on events, Key Worker groups and general information. We actively gain the views of our families to support the development of our practice and the overall quality of our provision. This feedback is received in writing, via e-mail, a suggestion box and most commonly verbally through our extensive conversations with families.

The setting includes two toilet areas for children with a total of five child height toilets and sinks, a wall mounted changing mat and an alternative facility to use the changing facilities at ground level.

Identification and Early Intervention

We are a small setting where the children's key person spends time with individual families to develop their knowledge of the setting, discuss children's progress and offer general support and advice. This strong communication provides opportunity for practitioners to build good relationships with all children and their families. The Role of the Key Person in the Setting Policy will provide further information and is available upon request.

As the children learn through play their key person observes them, assessing their level of development and identifying their individual needs. Assessment tools are incorporated into our practice to help identify individual needs and to develop future plans to support children's progress. These tools include the document Birth to Five Matters, termly progress checks and Wellcomm screening. These assessment tools assess each child's developmental level within the Early Years Foundation Stage curriculum and will assess their speech and language development. This information then informs the settings' Provision Mapping and may require the completion of an Individual Education Plan (IEP) to help a child 'catch up'. Further details related to Provision Mapping are included in the next section - Teaching and Learning.

These observations form part of each child's Learning Journey with information from families, photographs and a helpful explanation of how we deliver the Early Years Foundation Stage Curriculum within the setting. The children's learning journeys are electronic therefore observations are received on parents/carers mobile phones, tablets and computers. Observations may identify a child's special education need and/or disability (SEND) at which point, a graduated

response may be initiated to support their needs. Details of a graduated response are explained in our Special Education Needs and Disabilities (SEND) policy which are available upon request.

Our Special Educational Needs Coordinator's (SENCO) work closely with Lancashire County Council's Regional Inclusion Teacher to gain additional knowledge, support and advice to ensure the provision we offer is of a high standard and meets the needs of each child. We work with a range of professionals including Health Visitors, Inclusion Teachers, Early Years Consultants, Social Workers, Citizens Advice Workers, Schools Nurses, Speech and Language Specialists, Outreach Workers, Children's Centres, Occupational Therapists, Educational Psychologist and Paediatricians. These professionals may attend a Team Around the Family (TAF) meeting to provide additional support.

Teaching and Learning

Practitioners and Practice

Each child has a Key Person. This is a specific named practitioner who supports individual children and their families as they settle into Pre-School and become familiar with their surroundings whilst gaining an understanding of the service and support we provide. An initial assessment is carried out by the Key Person and the child's parents/carers to provide an overview of their current level of development. This assessment may identify special educational needs and/or disabilities (SEND) which may then be supported by the graduated response detailed in our SEND Policy. In addition, Provision Mapping is an effective tool used within the setting to identify equipment and resources required to support children's progress. *Wave 1* of the Provision Mapping contains detailed explanations of the typical provision we provide including how children learn through play and the equipment and resources which support these experiences. *Wave 2 and Wave 3* of our Provision Mapping details how we support children who need to '*Catch Up*' or have identified special education needs, demonstrating how we differentiate and support the needs of each child and we refer to outside professionals for advice.

The Early Years Foundation Stage Curriculum (2021) underpins all learning and development within the Setting. This curriculum can be accessed on the Early Education website or through the following link:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/development-matters-non-statutory-curriculum-guidance-for-the-early-years-foundation-stage)

Birth to 5 Matters (2021) supports our practitioners in all their statutory responsibilities within the EYFS areas of learning and development and educational programmes, and to help children make progress toward the Early Learning Goals (ELGs).

[Download or buy a copy – Birth To 5 Matters](#)

We adhere to the Special Education Needs and Disability (SEND) code of practice (2015) for 0-25 year olds which ensures we support the needs of each child. This document can be access on www.gov.uk or through the following link:

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

Practitioners use Development Matters, Birth to 5 Matters and Statutory Guidance for the Early Years Foundation Stage (EYFS) to plan learning experiences for the children in our care. The EYFS identifies three prime areas and four specific areas of learning and development.

The three prime areas include Personal, Social Emotional Development, Physical Development and Communication and Language. These are significant areas for our 2 years old children and the focus for all learning and development. As children reach the age of 3-4 four additional areas of development are incorporated into their learning to support their progress and develop new skills: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

The children learn through play as they engage in a variety of child-led and adult-led activities. The Key Person works closely with families to provide support, useful information related to our topics, daily activities and ways to link children's learning at home and pre-school. We have a relaxed, open-door policy, which provides time for parents to speak to us about any queries or to gain support and advice. The practitioners differentiate the provision to meet the needs of each child, being sensitive to the needs of each individual.

Previously, the auditory environment has been developed to support the needs of a visually impaired child in our care. Adjustments were made to ensure they could engage with the environment and enjoy learning through play. This included increasing the sensory resources, adding sensory labels to boxes and trays to indicate their contents and amending the room layout to provide space between furniture and the removal of potential obstacles.

We have supported a child whose first language was Greek. He did not speak English. Over a seven-month period the team worked closely with his family to develop his knowledge and use of English. This was achieved by using visual aids with verbal labels to develop knowledge of familiar objects and people. Following this, basic language was used in short sentences which proved extremely effective as he began speaking English a few months after joining the setting.

When a child and/or their family have special educational needs and/or disabilities we aim to work closely with parents and other professional to make reasonable adjustments to increase the accessibility of our setting. This may mean providing documentation in a particular language, large print, audio, sourcing a translator, changing the layout or the content of the environment. Should you have any queries and wish to discuss the suitability of our setting please do not hesitate to contact us.

Provision and Resources

Regular audits, linked with our Provision Mapping, identify the required equipment and the learning activities these may support. Each key person, supported by the setting Senco, compiles Individual Education Plans (IEP) for children with additional needs. This plan identifies a child's needs and the equipment and resources required to support these needs and their future learning and development. Funding is received from Lancashire County Council to purchase additional resources which may include increased staffing levels, purchasing resource and equipment or incorporation of additional learning activities. Practitioners may also provide 1-1 support for a child, offer family support and attend training to enhance their knowledge in a particular area.

Pre-School trips are arranged where children and their families meet at a chosen location. The Manager/SENCO will visit the location and ensure a specific, a detailed risk assessment is completed prior to the visit. We work closely with families to choose an accessible venue where all children can participate fully in the day's activities. Photographs and visual aids may support children prior to the visit for them to gain an understanding of the outing and the surroundings.

Assessment

Strong verbal communication forms the foundation of our quality practice, effectively supporting our open-door policy. The key people provide regular opportunities for families to discuss their child's progress and development. These discussions may take place in pre-school, at the beginning or end of a session, via e-mail or telephone. The manager is also contactable at all times via the setting's mobile phone to provide support and advice.

Children's' learning experiences are recorded in their electronic Learning Journeys which includes observations, assessments, photographs of their learning experiences. Further details regarding the contents of Learning Journeys are detailed in the Identification and Early Intervention section.

A meeting may be arranged with a child's parents/carers, the settings' SENCO's and other professionals to identify and implement specific support, advice and resources to support special educational needs and/or disabilities. This may lead to the completion of an Individual Education Plan (IEP), an All About me or an Educational Health Care Plan.

Education Health Care Plans (EHCP) are reviewed 6-monthly to ensure the setting is supporting their needs and progress.

Transitions

Before children start attending our setting, we encourage parents/carers to arrange settling sessions to support their child as they become familiar with their new surroundings. A typical structure of this settling period would include the parent or carer engaging in a stay and play session on the first visit, staying for a short time on the second visit then leaving the room as their child plays with their new friends. If, after the initial two visits, the child is settling well, then the third visit may involve them staying to play for a couple of hours then building up to a full session.

This settling procedure provides valuable opportunities for our practitioners to gain an understanding of a child's preferences and individual needs. Our comprehensive Transitions Policy supports effective practice and outlines the different transitions experienced by children. These include moving from another Early Years provider, attending a setting for the first time or moving from our setting to school. The policy demonstrates our commitment to support children through these transitions, ensuring we consider their additional or special educational needs to make the transition as smooth as possible.

Staff Training

The staff team consists highly qualified Teachers and Early Years Practitioners. Details are shown at the beginning of this document. Staff supervisions and professional development are a regular aspect of our practice for the purpose of continuously developing the overall quality of our pre-school.

Our practitioners have completed a range of courses to support children which includes gaining new skills, and accessing additional training to meet children's' needs. We work together to identify training needs and requirements, regularly highlighting areas of personal interest and request specific training. When a child has special education needs and/or disabilities, staff will aim to access training to extend their knowledge.

We access information and training through a range of external sources including Lancashire County Council, Lancashire Safeguarding Children's Board, Pre-School Learning Alliance and Lancashire Children and Young People's Trust.

Should you have any queries or wish to discuss the provision we provide, please do not hesitate to contact us.