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| **SEND Information Report** | |
| Provider Name | Twixus Child Care Centre |
| EY Number |  |
| Address | Garland Hill House, Sandy Lane, St Pauls Cray Kent BR5 3SZ |
| Email | [Twixus1@gmail.com](mailto:Twixus1@gmail.com) |
| Telephone | 01689 821033 |
| Name of SENCo | Santina Beal |
| Confirmation that parents and other people working with the setting have been involved with the writing of this document  YES/ NO | |
| 1How will the setting help my child to settle in? | |
| Each parent will be invited to attend an induction and meet both the Officer in Charge and the Keyworker for your child. We offer induction sessions to help your child settle. We are flexible with start and finish times within your child’s session. | |
| 2 What is the setting’s approach to supporting different children’s needs and how will that help my child? | |
| Each group plans for both group activities and also for the individual needs, wants and interests of each child within the group. All group activities are differentiated.  The Senco will support each key worker to plan and implement our “assess, plan, do, review” approach to ensure the needs of all children are met. Parents will be involved and will be invited to review meetings with both the Senco and the Keyworker to discuss progress and further planning. Children requiring additional support may be offered Individual Educational Plans (IEPs) which will be devised and shared with Parents. These will enable us to monitor progress and the impact of our strategies in identified key areas of development.  Our Senco works closely with all other professionals on both education and health such as Educational Psychologists, Speech and Language Therapist and Paediatricians. This enables us to share information to deliver the most appropriate care and development strategies for each child. Full consent for referrals is always sought from the Parent prior to the referral. Parents are informed and invited to attend and meet any professional coming to observe their child in order to discuss progress.  The level of supervision and support will also be differentiated based on the activity and the children involved and their needs. | |
| 3 Who can I contact for further information within the setting? | |
| The first point of contact would be the child’s key person. Our Senco and the Officers in Charge of each department will also be able to support you as well as the managers of each department. | |
| 4 How accessible are the setting’s indoor and outdoor environments? | |
| Other than physical restrictions constrained by the building and grounds, we are open to trying to adapt our environment to suit any and all children’s / parents needs where possible.  We do have stairs/steps within the setting and have a policy to ensure safe transition on the stairs. Some of our doors are not wide enough to accommodate a wheelchair or some pushchairs.  We have several areas used for different age groups and different session times.  We have several outdoor environments used for different age groups and different sessions including a separate area for bikes or playground games and a woodland area for Forest School sessions and natural exploration. | |
| 5 What specialist services and expertise are available at or accessed by the setting? | |
| We liaise with the Health Visiting Service especially information for two-yearprogress checks and will encourage parents to share this information. We liaise with many professional services in both Health and Education.  We work closely with the Bromley Early years SEN advisory team (0-5 years) and our Area Senco that supports our setting to ensure the needs for all children are met. They advise us on when to contact external agencies and when further referrals are appropriate. | |
| 6 How does the setting know if children need extra help? | |
| Each child is observed in line with the Early Years Foundation Stage (EYFS) and progress is monitored. We are required to complete a two-year progress check and to share this with parents for all children who attend before their 3rd birthday and any concerns will be raised at this time. We track the developmental progress of each child and produce a termly report to ensure each child is both making progress and is meeting milestones within the EYFS taking into consideration each child’s age and stage of development. The keyworker will liaise with the Senco to raise any concerns. The Senco will then request further information from the keyworker and observe the child in response to those concerns.  At the setting we use different strategies and resources to promote development, l and inclusion such as visual resources including signs, photos and widgets We use visual timetables to support the understanding of routines and independence.  With parent’s consent we routinely contact a child’s previous setting to request developmental information to gather as much information as possible about a child. | |
| 7 How will I be involved in my child’s learning and overall wellbeing? | |
| There are many ways Parents can be involved such as contributing to their child’s learning journeys and milestones, attending Parent Meetings and using our “Share with us” forms.  We encourage parents to voice any concerns and to come into a meeting to discuss anything they may need and offer practical support and advice.  If your child has additional needs and they have an Individual Education Plan, which will have targets to support your child’s development, we will have regular meetings with you to discuss progress, to share information and strategies and to identify next steps.  As children get older and are more able to tell us what they like. Then we do our best to take their opinions into account when planning activities.  Parents will be offered and can request Parent Meetings. | |
| 8 What training and experience have staff had in supporting children with SEND? | |
| Our Senco has attended training for their role form the Bromley Outreach and Inclusion Team and attends a Bromley SEND conference annually to keep knowledge and understanding up to date. All staff above Level 3 are trained to administer and witness a variety of medications.  If a child needed support that we are not trained to give we would do our best to ensure staff attend the appropriate training course where possible. | |
| 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? | |
| For children that transition between our departments we organise visits with their keyworker to familiarise with their environments. We organise lots of links and visits to the new rooms with outgoing and new keyworkers working closely together and sharing information. Parents will be kept fully informed of the transitions.  In the Summer Term in Pre School we plan school-based activities and activities to help the children understand and promote the transition to Primary School. We use stories to introduce and promote Primary School.  For any child with additional needs transition meetings are organised and encouraged with Primary Schools to give them as much information as possible as well as handing over relevant paperwork with consent.  Each child’s learning journey will be given to the Parents to share with the Primary School.  We will tailor the child’s sessions to the needs of the child.  . | |
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| Date of next review: August 2022 | |
| **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/> | |