

1. Ofsted registered business name and number:

Queens Road Methodist Church Pre School RP902012

2. Who is your named Special Educational Needs and Disability contact?

Helen Gray. She has a level 3 Diploma in Child Care and Education. She started working at the pre-school in January 2011. She has 1 boy and 1 girl, both who came through the pre-school. Helen started the role in May 2023 and has been attending regular training to increase her knowledge of the role.

3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?

It is the aim of Queens Road Pre-school to provide a warm, caring environment for the children in our care. We value parents as the first and most important educators of their children, and we welcome them as active partners in our pre-school. We believe that all children are unique individuals and aim to help them to develop at their own rate through challenging and exciting play. We believe that children learn most effectively when they are interested and motivated by the activities they engage with. We believe the importance of a key person to help plan activities tailored to the needs of each individual child. We provide opportunities for all children to grow in self-confidence, experience success and develop a positive self-image. We encourage independence in all areas of development.

4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?

The SENCO, along with a child's Key Person, will look at age related milestones linked to the Early Years Foundation Stage Curriculum as well as making observations of the child in their play to identify any developmental delay. We would then have a conversation with the child's parents to get the correct support for their child, this could be a Health Visitor or a more specific service, for example referring a child to a Speech and Language Therapist. Regular meetings with parents mean that the family's wishes for their child are recognized and valued by the setting.

5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?

This starts with a home visit before children start with us to have the chance to meet the child and their family in an environment they feel comfortable in. We then welcome the child and their parents to visit the setting and meet their Key Person and familiarize themselves with the setting. We encourage parents to share news from home and make time to spend with parents away from the children to discuss the progress of their child and have time to share concerns that the parents or the staff may have. We understand that a strong partnership with parents means that children will feel more secure at our setting.

6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?

If a child attends another childcare setting we would ask the parents of the child if we could share progress reports about their child with their other setting. When children move to a new setting or onto school we arrange to speak to that setting/school about the child to ensure their new setting has appropriate information to best support the child.

7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?

We have quiet areas of our main room for children to enjoy a story with an adult or another child and smaller rooms to work in smaller groups when necessary. We set out activities on rugs on the floor and at tables with chairs to ensure children with different levels of mobility can access them safely. We have a secure patio area and grass space where children can extend their physical development at their own pace. We are able to adjust our provision to suit the individual needs of all of our children by using specialist equipment or making adaptations to our usual provision. Our building is on one level meaning it is fully accessible.

8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?

The staff at Queens Road Pre School have many years of experience of supporting all children and over the years they have supported children with a range of different additional needs including autism, speech and language delay, global developmental delay and lifelong health conditions. Staff attend appropriate training to help support the needs of the children. The staff are able to adapt the environment to suit the needs of the individual by planning activities and experiences daily reflecting on the children attending that day. The staff have a strong working relationship which means that the children are cared for in a supportive environment where we see them thrive and develop positive relationships themselves which help them as they move on to school.