

## **Twyford playgroup - EY484175**

### **SEND information report**

**Date ratified: February 2025**

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**Review date: September 2026**

**Managers signature: Rachel Knott**

**Chair of committee signature: Pamela Lawrence**

Twyford playgroup Local Offer 2024/2025

Twyford playgroup SEND information report 2024/25

#### **How we support children with Special Educational Needs or Disabilities**

Twyford Playgroup is Early years education setting situated in a village close to the city of Winchester within the Borough of Hampshire

Children are aged two years 6 months to rising five years old.

#### **Our Mission Statement**

Twyford playgroup is a unique place to learn. We value the child's voice and foster a love for learning within a highly creative and exciting environment. Through positive relationships with children and families we promote a joy for life and learning. Our challenging environment ensures our adventurous children become resilient, reflective and respectful. Skilful staff support children to research their interests and deepen their knowledge, nurturing them to take their place in the wider world.

#### **SEND support at Twyford Playgroup.**

At Twyford playgroup we are committed to the SEND Code of Practice (2015). We are committed to:

- Removing barriers to learning for all children.
- Putting effective special educational provision in place.

This is to ensure that where a child has been identified as having a Special Educational Need or Disability (SEND) the

Setting enables all children to participate, learn and make progress alongside children that do not have a SEND.

## Before children start Twyford playgroup

All families are invited to meet the Manager, deputy setting supervisor and Special Educational Needs Co-ordinator (SENCO), and early years educators. This provides the opportunity to find out about the settings provision for all children and for families to ask any questions or share information. We also invite parent/carers and their child to stay and play sessions in the term before they join the playgroup, this provides the opportunity for children to begin to form relationships with staff and children as well as children and families becoming familiar with their new environment. For a child with SEND this also enables the family and SENCO to reflect upon any requirements to adapt the environment to ensure accessibility for all children.

Where necessary visits to the child's previous setting are organised for the key person to visit the child. For some children a Team Around the Child meeting is organised. All children and families have a home visit from their key person at the beginning of the term before the child starts at playgroup.

As a reflective setting we continually assess, plan and review the progress of all children. Where a special educational need or disability has been identified this process becomes increasingly personalised. This is to ensure:

- Individualised assessment leads to a growing understanding of the barriers to a child's learning.
- Continual reflection of intervention and strategies to meet the child's needs leads to a growing understanding of strategies that enable the child to make good progress and achieve good outcomes.

The child and family are at the centre of this. The key person and SENCO work in partnership with the family, staff and other key professionals.

## **EARLY IDENTIFICATION**

### **CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION**

When children start at Twyford playgroup we place great importance in giving all children time to settle at playgroup. We work together with families to ensure children are happy, confident and best placed to learn. Due to the young age of our children, it may be that developmental concerns emerge during their time at the setting.

We may be given information about a child who has SEND by parent/carers or outside agencies prior to admission. If a child is known to have SEND and requires special arrangements before they are admitted, we will link with their family and setting to ensure a smooth transition. The voice of the parent/carer will be paramount, and we will use the information provided by the parent/carer in conjunction with other agencies to plan for a smooth transition, to maintain and further ensure progress for the child. A

pre-admission meeting will be held with parent/carers and all professionals involved so that arrangements can be in place when the child starts at playgroup. The SENCO will strive to gather all relevant information from other agencies when there is a known special educational need of disability before admission.

## **IDENTIFYING SEND AFTER ADMISSION**

Other children with SEND may not be identified until they start at the setting. All staff can be involved in the identification of children who may be in need of extra support. It may be evident that a child needs support quite quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and so the staff monitor children all the time.

We gather information from observations of children, listening to the children and information shared by parent/carers. We may seek further advice and assessment from external professionals, for example a Speech and Language Therapist, an Educational Psychologist, an Occupational Therapist, an outreach worker from a specialist school or the Child Development Team.

## **PARTNERSHIP WITH PARENT/CARERS**

Should a parent/carer have any concerns regarding their child's educational development they are

supported in the following:

- Speak to their child's key person and discuss concerns and agree strategies at playgroup and at home.
- Formulate an individualised action plan with a review date, with agreed priorities between the parent/carer and the setting.
- Discuss with SENCO the possibility of accessing support from outside agencies.

What does the setting do to support parent/carer engagement?

We consider this to be a crucial part of our provision. We understand that parent/carers are their child's first educators and are experts about their child's interests and needs. Through the key person system, we have informal daily contact with parent/carers. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parent/carers to decide how the child can best be supported at playgroup and at home. Parent/carers will actively contribute to children's learning priorities and contribute to such priorities at home. Should at any stage the family of a child with SEND wish to have support, the SENCO will signpost families to local support available. parent/carers will be involved at review meeting and consulted through all

stages. We will work together with parent/carers to help plan the next stages for their child. The SENCO can facilitate visits to other settings and schools so that parent/carers can make fully informed choices, should this be necessary.

How do we consult with parent/carers?

Through thorough assessment the key person in partnership with the family and SENCO plan for the child.

Personalised strategies and special provision are planned and put in place for the child. The child's key person and where appropriate the SENCO will meet with families termly to discuss their child's learning priorities. This is an opportunity to share the child's progress and how the strategies put in place have supported the child and what to plan together next. The outcomes of the termly review meeting with families help to plan the next steps for the child.

If we think a child may need further investigation, we will speak to parent/carers regarding a referral to a Speech and Language Therapist, an Educational Psychologist, or the appropriate professional. We may then need to gather information to complete an Early Help Assessment or a request for an Educational Health Care Plan.

As well as termly parent/carer meetings with the child's key person, here at Twyford playgroup we have an open-door policy, parent/carers are able to speak to their child's key person every day.

Observations of children's learning are shared with families regularly through Tapestry online learning journal as well as termly parents' meetings.

The child's voice is important, staff sensitively consult with families and children through trusting relationships. We also encourage families to share their child's special words through tapestry online journal.

If families are concerned their child has SEND we encourage them to speak to their child's key person or ask

to speak to Pamela Lawrence our SENCO or Jane Ratcliffe our Deputy SENCO.

How do we support children with SEND?

Every child will have a termly review with two learning priorities. The child's learning priorities are reviewed every term. The learning priorities may focus on a child using vocabulary to express their needs or could be around working with an adult to develop their focus and attention. The learning priorities are specific to that child. Many children will need some extra support during their time in the setting. For many this will be for a short time, but others may require more long-term provision. At each stage of, the child's needs and the effectiveness of the provision will be reviewed, and then the next steps planned for, as well as making any physical modifications. These could include

the removal of support, support maintained at the same level, or the provision moving to the next level. Strategies to support the child may include: The first wave of support will be through our differentiated provision involving children's peers, and the whole staff team. This includes a balance of adult directed and child initiated play, as well as learning which is

based on a 'multi-sensory approach'; All children have access to sensory resources which promote increased levels of well-being and engagement. The first wave of support includes the following:

- Small group story groups (once or twice daily);
- Small group learning experiences (daily);
- Sensory resources to develop understanding of cause and effect;

The second wave of support involves more focused intervention and regular input by the settings SENCO in partnership with the family; this includes the following:

- Language groups: development of children's vocabulary, speaking in sentences, listening and

responding and social communication.

- Music interaction groups: focus on listening, enjoyment and repetition.

- Intensive interaction: this is to develop shared attention, a trusting relationship with another

person and to support two-way communication;

The third wave involves outside agencies in making provision to meet the child's needs in partnership

with the family. This may involve an Educational Psychologist speaking to the parent/carers about their

thoughts regarding their child as well as observing their child at the setting or at home.

- Additional resources or adapting the provision or environment; Twyford playgroup staff have had training in: Makaton signs and the Picture Exchange System (PECS), Staff have also had training with Speech and Language Therapists in supporting children's language and communication.

Speech and Language Therapists share information with the setting when working with a child and their family and supporting planning when a child has an Educational Health Care Plan.

The setting will also have visits from an Educational Psychologist that works with the child, family and staff when a referral

has been made. The Educational Psychologist works in partnership with families and the setting to plan

and review strategies. The Educational Psychologist also leads family workshops and runs individual

parent/carer drop in sessions and training for the staff team.

The SENCO meets with the Manager to share observations, evaluate strategies and review

learning.

The setting offers workshops to families on areas of learning and support. We also encourage families to

borrow books from our library. The Key Person and SENCO also provide resources for families to take home.

Specialist external services we use when we think extra help is needed to support the child, family and setting are:

- Speech and Language Therapist
- Educational Psychologist
- Child Development Team
- Autistic Spectrum Disorder Assessment Service
- Occupational Therapy
- Behavioural Support Team
- Child and Adult Mental Health Service
- Outreach Service
- Visual Impairment Team
- Hearing Impairment Team

How we adapt our teaching for children with special educational needs or disabilities

We adapt our teaching in the following ways:

- Use of observations, parent/carer knowledge and where appropriate outside professionals to

identify possible strategies to be utilised.

- Modify the learning environment to meet the needs of the child.
- provide additional experiences
- A significant focus on 'active learning'.
- A recognition of using a 'multi-sensory approach'.

The settings approach to differentiation is seeing every child as an individual and as such every child has a

personalised educational plan, each child has their own termly review.

Personalised educational plans help all children by providing the means to assess whether children are

making substantive progress and therefore continue to learn rapidly. Underpinning all termly reviews is

the cycle of assess, plan, do and review. Children, parent/carers and staff are all involved in this process.

How we decide what resources we can give to a child with special educational needs or disability

The setting has an allocated budget to support all children with special educational needs or a disability.

Further funding is accessed via the Education and Health Care Plans. The chair of Committee and the Manager determine how that money is spent; at Twyford playgroup in order to bring about the best outcomes for our

children the allocated money for SEND is invested across the curriculum. Monies from any EHCP will be

used specifically to support specific children in a range of ways such as: 1-1 support, specialist input and or resources. Decisions are made by the Management Team to determine how

much support children with complex SEND are provided who have not received an EHCP. For children with

an EHCP, the setting adheres to the stipulation within the documentation.

All the above is done in active participation with the parent/carer concerned.

The impact of resources being allocated to a child or group of children is determined by the settings review procedures as outlined previously.

How we check that a child is making progress and how we keep parent/carers informed

All children have a personalised education plan; and on a termly basis the practitioner, parent/carer and

where relevant the child will attend a review meeting to discuss progress and identification of new

priorities. Learning priorities are jointly agreed between the parent/carer and practitioner, furthermore, there are also agreed strategies and action points for the parent/carer to do at home in addition to what

the setting is doing.

Practitioners will share information regarding the child's progress with the parent/carer, which will

include: observations, special books and displays. The setting very much welcomes contributions from the

parent/carer during these meetings and throughout their time with us.

In addition to the above children subject to an Educational Health Care Plan will be part of the Annual

Review process as well as any on-going feedback from outside agencies.

Twyford provides parent/carer training in the following ways:

- In setting workshops ( if applicable )
- Sign-posting parent/carers to relevant professional agencies such as Speech and Language Therapists.

How is children's progress shared with parents?

The key person works in partnership with the family and SENCO to plan and assess the impact of support. Progress and provision are reflected in:

- The child's tapestry observations;
- Termly learning priorities and review meetings with families;
- Termly progress information in all areas of the Early Years Foundation Stage Curriculum;
- Termly pupil progress meetings with the Manager, SENCO and key person
- Reports from external professionals, for example a report from a Speech and Language Therapist,



Educational Psychologist, Outreach workers specialist schools.

- Annual review meeting (children with an Educational Health Care Plan) with the parent/carers and

key professionals;

- Planning meetings and Reviews for children with an Educational Health Care Plan, with the

parent/carers and key professionals.

At Twyford playgroup all staff continuously work together and reflect daily on where all children

are in their learning, evaluating and adapting provision where necessary based on learning that day. This is

to ensure all children have high quality learning experiences to be able to make progress and achieve good

outcomes without barriers to their learning.

Support we offer for children's health and general well being

In our latest Ofsted inspection, we were recognised as a GOOD setting in supporting children's health and well-being.

The setting supports children's health and well-being in the following ways:

- Key Person system (including dedicated key person time)

- Child's voice is central in all children's record of learning ( Tapestry online learning journal)

- The setting utilises the ethos of consulting with children including the use of open-ended

questions.

- There is a clear system of observations to further glean the voice of the child.

- Clear guidelines on the administration of medication (see medicines policy)

- Daily Evaluation and Termly Children's reviews

- Broad, balanced and in-depth curriculum (explicit learning intentions)

- Review meetings with Parents/carers/child on a termly basis

- Work with outside agencies

- Enrichment experiences
- Clear guidelines on personal care (see Behaviour Policy)
- Children's health and well-being contributes substantially to their individualised education plans
- Staff observe all our children using the EYFS curriculum.

#### Our school environment

Twyford playgroup is on the ground floor of the local Parish hall. The setting is accessible from the front of the building and throughout the setting including all rooms/toilet area and access to

our garden area. The majority of the outdoor space is accessible by wheelchair.

There is a specified changing area and toilet facilities for children/adults requiring wheelchair access.

The setting works closely with outside professionals to ensure the environment is not only

accessible but also effective in moving children's learning forward.

Assessments of children's needs are conducted through the involvement of both professionals and

parent/carers and subsequently resources are acquired to enhance the learning of the children.

#### How parent/carers are involved in playgroup life

- Through the Committee, which has parental representation
- Termly consultations with parent/carers and questionnaires

Information is shared in the following ways

- Half termly Newsletters via email or paper copy
- Regular updates to Tapestry online learning journal.
- Regularly updated setting Website
- signs and posters displayed around the setting
- Key person system further supports this communication

Prepare for children when leaving Twyford playgroup.

When children are about to leave Twyford playgroup the following takes place:

- Team Around the Child meeting if necessary
- visits to new setting
- Key person and child visits to new setting
- Transitions books to made to share at playgroup and at home
- One page profile
- Tapestry online learning journal shared with new setting
- Leaver's report shared with new setting

All children have the opportunity to visit their new Primary School. For a child identified with a SEND the

child may visit their new school with their family and or visit with their key person, this enables the child

to take photos of their new school and to begin to become familiar with their new setting. We also

arrange a visit from their new school to playgroup, this helps their new key person/ LSA/ Teacher to meet the child and to

talk to the team. Every child leaving Twyford playgroup will have a leaver's report in all areas of

the curriculum with key strategies to help them settle in their new school. All children will have their transition books with photos of the new school to share at playgroup and at home. Where necessary for a child a Team Around the Child meeting is held. Children with

a SEND may also have a social story with photos and words about their new school or a one page

profile. The profile provides the voice of the child who may have a complex communication condition.

This provides information about the child's interests, likes, dislikes and strategies to support the child.

Information from key professionals working with the family, for example the Speech and Language

Therapist or the Educational Psychologist may also be shared to support a child and their family with

transition.

Whom to contact for more information or to discuss a concern

If the parent/carer is concerned they can speak to their child's key worker, the Manager or SENCO can be contacted by telephone or email.

Parent/carers can also ask to speak to the Manager additionally they can also speak with the Chair of the Committee

For any parent/carer considering attending Twyford playgroup the Manager can be contacted via phone or email:

[Manager.twyfordplaygroup@gmail.com](mailto:Manager.twyfordplaygroup@gmail.com)

Additionally, the SENCO is available to speak to any parent/carer.

Further Information for families

For further information please read our SEND policy, available on our website at

Insert website details

Please access the Local Offer

(insert local offer )