

SEND Information Report

Provider Name	Bickley Park School Pre-Prep
EY Number	DFE URN 532229
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Telephone	0208 467 2195
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 reviewed in conjunction with the nursery manager and the Reception leader. Key stakeholders were consulted with during the review, including the SEND Governor, a parent of a nursery pupil and a parent of a Reception pupil.

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, their peers and join in activities before starting at Bickley Park School.
- A transition social story (short description of the transition) is available to children prior to them starting 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, their uniform and the school environment.
- A parent handbook is sent out prior to the term, 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.
- Staff 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 clear routines, supported by visual and verbal prompts, to help them settle and familiarise themselves with daily expectations.
- Visual timetables are used to enable children to follow the structure of the day as independently as possible.
- Flexibility with children's start and finish times can be arranged if required.
- Recordable photo books are available for parents to contribute photos of family members, holidays and special times to help children settle.

- Photos of key areas around the school can be sent home and shared with children before they start with at the school.
- 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 pupils to access learning and make progress.
- Class teachers work alongside 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. This is done in a timely manner to enable early intervention.
- Assessments are carried out as appropriate by the SENDCo and actions are agreed with the class teacher and parents, with the aim of reducing barriers to learning and ensuring that good progress is made. The SENDCo works closely with the class teachers/Key workers to oversee and plan their provision.
- 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 EYSEN advisory team, Bromley Deaf and Hearing Team and the Visual Team for guidance and advice.
- If external agencies are involved, their advice and recommendations are followed and included in individual Provision Plans/EYFS SEN Support Plans. Existing staff are deployed to ensure that children can engage both in learning opportunities and in wider school activities. The long term goal of all support is for children to sustain good rates of progress and develop independent learning skills. EYFS Support Plans are reviewed at least termly; the impact of support strategies are evaluated and amended as appropriate.
- We 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.
- The SENDCo regularly attends training and events led by the Bromley EYFS team, including a termly EYFS locality meeting.

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.

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 block have wheelchair access and both Nursery and Reception buildings have accessible toilets and changing facilities. Wheelchair users would need to access the Reception block via a separate side entrance.
- 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 to support individual children from Occupational Therapists/ Physiotherapists/ the Hearing Team and the Visual Team is disseminated and followed. We would use a sound field system if supplied to us for a hearing impaired child.
- We carefully consider appropriate adaptations to our environment to suit any additional needs of children and/or parents/carers.
- We work hard to develop our outside areas to make them safe and accessible for all children. This includes dedicated areas for bikes and cars.

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.
- Staff have access training offered by the Bromley EYSEN team and NASEN.
- Advice on all family related issues can be accessed via Family Contact at <https://www.family-contact.org.uk/>
- 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.
- We track the developmental progress of every child regularly and have fortnightly staff meetings to discuss children's wellbeing and progress.
- The SENDCo makes observations in all the EYFS classrooms and will conduct assessments which we judge may be helpful to better understand an individual child's needs.
- 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 regularly reviewed and updated. Children receiving support which is *additional to and different from* that which all children can expect, will have a Provision Plan/SEN Support Plan created in collaboration with parents/carers.

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 workshops led by school staff (teachers, SENDCo), e.g. pre-reading skills, phonics.
- Parent workshops led by external professionals, e.g. understanding emotional regulation and managing anger.
- Opportunities for parents and family members to contribute to the promotion of diversity and inclusion.
- Each child is given a contact book, which enables daily two-way communication between home and school.

A child's SEN Support Plan/Provision Plan will include a description of a child's strengths, difficulties, long-/short-term outcomes and the support necessary to help children achieve those outcomes. The plans are reviewed regularly with parents. Some children may have a Pastoral Support Plan (PSP) which outlines strategies we will use to support a child's social, emotional and mental health needs. This is developed in conjunction with parents and regularly reviewed.

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. A number of our staff have received the following training:

- 'Early Talk 0 – 5 Enhancing Communication and Language from 'I Can'.
- 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
- 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
- Several staff members are trained in paediatric first aid.

The SENDCO has an NPQSL and MA in Advanced Educational Practice, and attends the Bromley SEND conference, the Independent Schools SEND conference and the nationwide NASEN SEND conference. The SENDCo also attends local cluster meetings

and keeps abreast of relevant local and national developments in SEND legislation and guidance.

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 the new Key workers and visit their new room.
- Staff in Little Bees, Busy Bees and Bumble Bees work closely and share information on the progress and wellbeing of all children in the setting.
- Fortnightly meetings with all staff in EYFS are held and the progress and needs of all children are shared.
- Information relating to children transitioning to Reception is stored centrally on SIMS and also passed on at handover meetings between staff. This includes strategies and equipment that are required to support individual children to make progress.
- Children receive transition social stories, detailing information about their new teacher/key worker and classroom.
- Children with SEND have a One Page Profile which is passed on to the next teacher and contains all the key information about how they learn best. This is written collaboratively between the child and teacher/key worker.

Date published : November 2022

Date of next review: November 2023

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/>