

"How will my child's views be welcomed?"

You will be given an 'All About Me' form which will help us to plan activities that they will enjoy during their time at Preschool. This begins their learning journey designed around their interests and needs.

We believe it is very important for your children to have the opportunity to choose what toys and activities are on offer and encourage them to select toys, games etc from our choices book.

During key group time we talk to the children, ask their opinions and ensure we listen to what they have to say. We also give the children the opportunity to select what songs are sung with suggestions to give them ideas in picture form on our song selection board.

"How will my child be included in activities outside the setting including trips?"

When planning trips and outings (especially our weekly 'Muddy Mondays' sessions in Bishop Henderson School forest school area) we take into consideration any children with special needs and ensure that everyone can fully participate.

"How will my child be assisted with transition through the setting and later to school?"

You and your child will be invited to a 'Stay and Play' session before your child starts at preschool, where you will meet your child's Key Person, complete various paperwork, read relevant information, whilst

your child will have the opportunity to spend time and play with their Key Person, and other staff and children.

After approximately 6 weeks together with your Key Person, you and your child will complete a 'Settling In' form talking about your child's initial transition into preschool. This will give you the chance to discuss how everyone is feeling and how your child has settled.

Visits from our younger session and parents/carer meetings are some of the other ways transition and communication are encouraged.

Transition to school is supported throughout the children's time in preschool in many forms such as the encouragement of independence like going to the toilet by themselves and dressing themselves. We also have visits from the feeder school reception teachers.

If necessary, individual 'School Transition Meetings' are arranged with the child's appointed primary school to further assist with any SEN.

If the questions raised so far do not answer your individual wishes, please contact us and we will seek to help you further.



Local Offer for SEND (Children with Special Educational Needs or Disabilities)

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Charity Number: 1019847

Parent/Carer Questions:

"My child has SEND medical needs. How will we ensure he has a positive start to preschool?"

We would welcome you to an Early Support meeting with your child's chosen Key Person and, if requested, the setting's Special Educational Needs and Disabilities (SEND) Officer. We encourage information from you in discussion and with our 'All About Me' and registration forms. This is an opportunity to create a relationship between your child, you, and your child's Key Person, who will personally look after and support your child through their time with us.

The relationship enables us to nurture your child in all areas of their care and learning. Our staff know that it is very important for them to get to know all of the children who we look after in the setting, especially children in their own key group. This special relationship helps them to recognise areas in which your child may need further support.

"Who else may support my child's development?"

We work in consultation with our families and other Early Years Professionals; these may include our Area SEND Officer, SPOT (Sensory, Physical Occupational Therapy) Team, Speech and Language Therapists and 'Time Together' Support Team, to provide specialised support for your child's particular needs.

"How will my child receive extra support and how will I know about his/her progress?"

Together with families we develop a Support Plan. We meet regularly with parents/carers to share information of the child's progress through their tapestry learning journal, though your Key Person is always available to you and can arrange longer meetings as and when you require them.

Your child's Key Person will regularly update their tapestry learning journal and, where necessary, use the ECAT (Every Child a Talker programme) to support their communication development.

Our friendly and approachable staff have all trained in the use of Inclusive Communication and signing and use this throughout the daily routine.

Our setting SEND Officer, Bryony who has her level 3 SEND award, attends regular training and updates on how to support children with SEND, so that the children can achieve their full potential.

"English is not my child's and family's first language, who will help us to communicate our needs?"

Our setting EAL (English as an Additional Language) team is led by Nicki and Ewelina who both have a Level 3 early years qualification. Both of whom attended appropriate training and continue to update the setting and staff regularly.

The team also consists of two native Polish speakers; Ewelina and Oliwia, for whom English is a second language. These staff bring a special understanding

to our setting of how an English as a Second Language family feels and helps us provide support and understanding of those needs.

Our bright, clear, educational displays in the hall and garden area help to make our setting a welcoming environment. This is enhanced with our use of Inclusive Communication and signing objects of reference and other visual aids such as a Visual Timetable, Feelings Boards, dual language books and access to story sacks in other languages and many other resources.

"My child has physical challenges, will access to and movement around the preschool be difficult?"

Our preschool is situated in a single storey large community hall with both male and female toilet facilities. Our large outside area has no-mow grass and safety play surface as well as raised planting areas.

Activities are adapted to the individual needs of our children and the many professionals who visit such as our Sports Coach, Music Bugs, Community Police Officer, and others, who also adapt their activities and presentations to include all children in the experiences.

