

## **10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school.**

Our new parents are provided with the opportunity on the registration forms to inform us if their child has already been identified as having SEND or if they have any concerns. This enables the SENDCo to take this into consideration when arranging a home visit before the child begins to attend the Pre-school. The family are also invited to an induction Stay and Play session in order for them and their child to meet all the staff, their key person and the SENDCo. A good opportunity for us to reassure, create relationships and answer any questions the parents may have. With parental permission we ensure good communication with any outside professionals or settings who are involved with the family and welcome their advice and expertise, putting into place any support strategies or specialist equipment to plan for the child's needs being met.

As part of the induction a profile page also asks for the child's likes, dislikes and the activities they are looking forward to taking part in. This becomes part of their Learning Journey book.

If the child is already identified as having Special Educational Needs and/or Disabilities we work closely with the family to complete a One Page Profile which is linked to their personal Support Plan. The family, outside professionals, key person, SENDCo and any support workers will then be involved in the 'Assess' 'Plan' 'Do' 'Review' process.

In order to ensure a smooth transition to school, or a new setting, parental permission is gained to invite future professionals to the Pre-school for the child to meet. In the past this has included teachers, specialist teachers, support workers, SENDCo's, Occupational Therapists and Speech and Language Therapists. Future professionals are also invited to the One Plan review meeting in order for everyone, including the point of view of the child to plan for a smooth transition.