



SEND Information Report:

Skylarks Community Preschool

Accessibility

Skylarks Community Preschool is based in the Broadbridge Heath Village Centre, we have access to one large hall and two side halls, which are all on one level.

There is a fully fitted kitchen, a disabled toilet, adult toilets with child friendly seats.

The entrance is flat, with a disabled access path to the building and one low step from the car park.

We have a large carpark with two designated disabled car parking spaces which are located to the front of the entrance of the building.

Our outside area is accessed by large fire exit doors with one step down to the outside area. The outside area is a one level tarmacked play space that is securely fenced and gated.

We have access to Wi-Fi throughout the building.

We can be contacted by:

Email: skylarkscps@gmail.com SENCO: senco.skylarkscps@gmail.com

Phone/ Text / WhatsApp and: 07825 603 601

Admissions

Age Range: 2 Years to 5 Years.

Open for 38 weeks of the Year (Term Time Only)

Monday, Tuesday, Thursday 9.00am – 3.30pm

Wednesday and Friday 9.00am – 12.30pm.

Admissions Policy Available on request.

Ofsted Registration Number: EY543204

Charity number: 1169303

How does Skylarks Community Preschool know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Upon enrolment, our dedicated staff closely observe each child during their transition period to ensure they settle securely and to assess their current developmental milestones. Every child is assigned a dedicated Key Person who builds a strong, collaborative partnership with both the child and their family, serving as the primary point of contact. If the Key Person observes that a child requires additional support, they will sensitively discuss these observations with parents in the first instance. Together with our setting's Special Educational Needs Coordinator (SENCo/InCo) and Management Team, we will collaborate to implement tailored strategies. With parental

consent, we can also request guidance from external agencies and specialists. We welcome parents to share any pre-existing concerns prior to their child's start date so that supportive measures can be established in advance. Our experienced team is fully committed to working alongside families and external professionals to ensure every child's unique needs are met swiftly and effectively.

How will early years setting staff support my child?

Information shared by parents prior to enrolment is vital in supporting a child's transition and enabling the setting to understand their individual care and learning needs. Our Special Educational Needs Coordinator (SENCo/Inco) oversees the planning and assessment process in close collaboration with your child's Key Person. Together, they will produce an Individual Learning Plan (ILP) that builds upon your child's unique strengths and interests while identifying specific areas for development. These developmental targets are formally reviewed each term through 'Next Steps' and an integrated approach framework, alongside a half-termly evaluation to closely monitor and track progress. We compile a comprehensive Individual Learning Plan (ILP) that outline your child's strengths, parental contributions, and targeted learning strategies, incorporating specialist advice from any involved external professionals. We maintain transparent, ongoing communication through regular consultations with parents, the SENCo, management, and relevant multi-agency professionals (such as speech and language therapists or community nurses). In instances of dual settings, we proactively liaise with the partner setting's SENCo and Key Person to ensure absolute consistency of care and learning.

How will the curriculum be matched to my child's needs?

Your child's Key Person works in close partnership with our SENCo/InCo to ensure all learning experiences are tailored to meet their individual needs and promote steady developmental progress. Staff plan intentionally for your child's current stage of learning, documenting their milestones, photographs, and detailed observations within our secure online learning journal, 'Tapestry'. This digital record serves as a tool for termly tracking, allowing us to monitor age-appropriate progression and proactively identify any potential developmental gaps.

Both the Key Person and the SENCo collaborate to formulate your child's 'Next Steps'. Furthermore, the SENCo oversees the creation of a targeted 'Individual Learning Plan' (ILP) that specifies precise learning outcomes, targeted strategies from external services (e.g. SALT targets) and appropriate interventions. Parents are central to this process; your insights into your child's home interests and strengths are directly integrated into their ILP. To ensure a cohesive approach, our experienced team engages in continuous professional dialogue through daily debriefs and dedicated staff meetings to share best practices. Your child's Next Steps and ILP work together perfectly, changing and growing naturally as we follow their learning journey.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Your child's developmental milestones are securely tracked using the Early Years Foundation Stage (EYFS) curriculum guidelines. Through our online learning journal, Tapestry, parents can easily message the team and upload home observations, which all staff can access. We also share daily nursery highlights on Tapestry so you can remain connected to your child's day.

We operate an open-door policy, welcoming parents to speak directly with their child's Key Person, management, or SENCo during drop-off and collection times. We maintain complete flexibility; if you wish to discuss your child's progress or have any concerns, an appointment can be scheduled at any time. In addition to these informal check-ins, we host structured Parent Consultations for more in-depth discussions with the management team and your child's Key Person.

In accordance with statutory requirements, we complete a comprehensive 2-Year Progress Check after your child aged between 24-36 months starts with us. These reviews are conducted at Skylarks Community Preschool alongside the Key Person, senior leadership, and parents. This collaborative meeting allows us to evaluate your child's current developmental stage, celebrate their achievements, address any concerns, and co-produce their next steps.

What support will there be for my child's overall well-being?

We are highly attentive to each child's individual needs, focusing closely on their emotional well-being and personal care. Our staff strictly follow all specific care plans, actively supporting children who wear nappies or are undergoing toilet training.

Robust emotional support is embedded within our daily practice; where appropriate and with parental consent, we welcome visits and collaborate with external multi-agency professionals.

Staff utilise age-appropriate strategies to explore emotions and feelings, modelling positive social interactions and supporting behaviour management at the child's developmental level. To maintain our high standards of safety and inclusive practice, our policies for Behaviour Management, Equality and Diversity, Special Educational Needs and Disabilities (SEND), and Food and Hygiene are regularly reviewed and updated.

Prescribed medication is administered strictly in accordance with our Medicine Policy, and we actively secure specialised training for staff if a child requires unique medical administration.

What specialist services and expertise are available at or accessed by the early years setting?

With parental consent, our team actively liaises with all multi-agency professionals involved in your child's care, warmly welcoming specialist services into our environment. Skylarks Community Preschool has extensive experience collaborating with Speech and Language Therapists, Sensory Support Teams, Occupational Therapists (OTs), and Physiotherapists, with all visits seamlessly coordinated by our SENCo/InCo.

Skylarks Community Preschool can refer children to SEND Under 5, Speech and Language Therapy, Child Development Centre (CDC), Portage and Early Years Inclusion Service (EYIS).

To maintain high-quality practice, our team regularly accesses continuous professional development across a varied curriculum. We utilise Makaton signing throughout the setting to enhance inclusive communication. Furthermore, visual timetables, Aided Language Boards, pictorial information and environmental prompts are strategically displayed to support children with daily routines, behaviour expectations, and diverse communication needs.

All staff hold valid Paediatric First Aid qualifications, and the vast majority are qualified to Level 3 or above as a minimum. Our experienced team is familiar with the West Sussex County Council (WSCC) support pathways. With parental consent, Skylarks can access Targeted Setting Support (TSS) or Speech and Language Setting Support

(SALSS), delivered by WSCC Early Years Advisors or the Speech and Language Support Team. These advisors provide specialised guidance, facilitate joint meetings with parents and staff to align home and preschool strategies, and offer ongoing telephone consultations. All agreed strategies are transparently shared with families to co-produce a unified plan of action.

What training are the staff, supporting children with SEND, had or are having?

At Skylarks Community Preschool, we pride ourselves on maintaining a highly qualified and exceptionally trained team. Our staff structure includes two Early Years Teachers one holding Level 6 and one Level 7 qualifications, six practitioners qualified to Level 3, and one practitioner holding a Level 2 qualification, supported by four unqualified assistants who receive ongoing mentorship. Our manager holds a Level 3 childcare qualification, and our dedicated Special Educational Needs Coordinator (SENCo) holds a specialist Level 3 qualification in Special Educational Needs and Disabilities (SEND).

Safe practice is paramount at our setting. Our Manager and Deputy Manager both serve as Designated Deputy Safeguarding Leads (DDSLs). Every member of our team is fully qualified in Paediatric First Aid and Child Protection (Safeguarding), with certifications formally renewed every two to three years as a minimum and continuously reviewed during our regular staff meetings. Additionally, staff hold valid Food Hygiene certifications. Our practitioners regularly attend curriculum-focused professional development courses and training identifying their specific training paths during annual appraisal discussions with the manager. The SENCo attends regular network meetings and keeps up to date with information from West Sussex County Council.

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

Skylarks Community Preschool conducts risk assessments for all daily activities and planned outings to ensure they are fully accessible to every child. Parents are informed of all upcoming trips and activities well in advance, and we actively invite families to discuss any aspect of an outing with our team. Our SENCo/InCo oversees the planning process to guarantee total inclusion, arranging one-to-one staff support whenever necessary. Comprehensive preparation and briefings with both staff and children prior to the event ensure that all participants are fully informed, confident, and prepared for a safe experience.

How accessible is the early years setting environment? (Indoors and outdoors)

Skylarks Community Preschool features a stepped main entrance, with full wheelchair accessibility located via the side car park entrance. Our indoor environment is highly visual, utilising clear environmental signage, pictorial symbols, visual timetables, sand or digital timers, and 'now and next' cues to scaffold transitions for all children.

Auditory cues, such as a handbell, are also integrated to signal changes in the routine. Our accessible bathroom has ample space for comfortable toileting.

We are deeply committed to representation and inclusive practice. Our resources include dual-language books, audio stories recorded in children's home languages, and literature celebrating diverse family structures, including same-sex families and multicultural backgrounds. Our toys and books intentionally feature positive

representation of individuals with disabilities and mobility aids. All learning equipment is adaptively modified wherever possible to maximise participation. Furthermore, large print documentation and translations are available upon request. The outdoor space has a step down to the play area which is entirely level. We remain fully flexible and will proactively implement additional reasonable adjustments to meet the evolving needs of our children and families.

How will the early years setting prepare and support my child to join the early years setting initially, or transfer to a new setting/school?

Transition and enrolment at Skylarks Community Preschool are well planned and both children and their parents are supported. We invite families to schedule an introductory visit to tour our facilities and environment, followed by two complimentary taster sessions, with additional visits arranged as required. Recognising that every child is unique, settling-in protocols are discussed individually and tailored flexibly to ensure a smooth, positive transition for the child, family and staff alike.

As children prepare for primary education, Skylarks Community Preschool works proactively to ensure receiving schools have comprehensive, accurate profiles of your child's development. With parental consent, school transitions are meticulously planned to facilitate collaborative visits both to and from local primary settings. We warmly welcome reception teachers into our preschool to observe children in their familiar environment. Furthermore, our practitioners are fully prepared to accompany children on transition visits to their new schools if necessary. To deepen school readiness, we organise supplementary sessions at Shelley Primary School, our main feeder school, allowing children to familiarise themselves with the reception environment and build early relationships with their future teachers. For children with SEND or who have received support during their time at Skylarks Preschool additional transition meetings may be scheduled with West Sussex Early Years Specialist Advisory Teacher (EYSAT) to ensure a smooth, informed, and supported shift for a child from one educational setting to another. They facilitate information sharing between the nursery and a child's new school, parents, and relevant professionals to discuss a child's specific needs, create a transition plan with clear actions, and put in place necessary resources and support. This proactive approach helps to alleviate anxiety, address potential challenges, and create a tailored plan for the child's success in their new setting. Upon transition, all learning journals, developmental tracking data, and progress records are securely transferred to the receiving school with parental permission.

How are the early years setting's resources allocated and matched to children's special educational needs?

Skylarks Community Preschool can apply for 'Inclusion Funding' to support children with additional needs. This funding is primarily utilised to enhance staff-to-child ratios by employing additional practitioners, or to deliver specialised team training tailored to your child's development. While the preschool directly funds minor equipment purchases, we actively seek additional funding pathways for any major specialist resources your child may require. Furthermore, if your child receives Disability Living Allowance (DLA), the setting can apply for the Disability Access Fund (DAF). This is a dedicated annual grant paid directly to the preschool to sustainably support inclusive practice, purchase specialised resources, and make necessary environmental adaptations.

How is the decision made about what type and how much support my child will receive?

At Skylarks Community Preschool, we are dedicated to supporting every child and family, tailoring our approach to meet their unique needs. The Preschool Manager and Special Educational Needs Co-ordinator (SENCO/INCO) work together to assess whether your child requires additional funding. They also collaborate closely with your child's Key Person to coordinate Individual Plans (IPs) and specialist resources. We continuously adapt our planning through regular reviews and parental input to keep pace with your child's development. Our team is fully committed to guiding you through every step of your child's journey, including the Education, Health and Care Plan (EHCP) process and the transition to primary school.

How are the parents involved in the early years setting? How can I be involved?

At Skylarks, we believe in a strong partnership between home and preschool. Parents, Key Persons, and our SENCO/INCO always work together to discuss and make decisions about your child's progress. As a charity-run preschool managed by a parent-led committee, we are always looking for enthusiastic parents to join us as trustees. We invite parents to come in and watch our Christmas production in December and Sports Day in the Summer Term. We are keen for parents to be involved in fundraising events for us. We love "skill swaps"—whether you have a professional expertise to share, a unique hobby, or even a friendly pet the children would love to meet! We send out a Parent Questionnaire to receive feedback on our practice. Please reach out if you would like to get involved.

How children with SEND engage with all children including those without SEND?

Our preschool approach to inclusion supports all children to engage in activities and learning together. Potential learning barriers are identified, reviewed and adaptations put in place to overcome ensuring that, wherever possible, children can fully engage alongside their peers irrespective of their needs.

Where a risk is highlighted, staff work alongside parents/carers, SENCo and manager to put a risk assessment in place and these are reviewed before any off-site activities to include raising adult:child ratios wherever possible.