

## SEND Information Report

Provider Name	Cator Park Montessori
EY Number	EY333129
Address	Cator Park Pavilion Aldersmead Road BECKENHAM Kent BR3 1NA
Email	www.catorparkmontessori.co.uk
Telephone	02087789893
Name of SENCo	Theresa Andrews

Confirmation that parents and other people working with the setting have been involved with the writing of this document

YES

### 1 How will the setting help my child to settle in?

- The setting has a settling in process which includes pre-visits for both parents and children which helps to familiarise children with the setting environment, and helps staff to meet new children.
- Children are monitored for the first half term, if their needs have not been previously identified, to ensure that a thorough assessment and observation process takes place. For children who have a pre-identified SEND we liaise closely with professionals already involved and ensure that any guidance around strategies and interventions is noted on an Individual Education Plan (IEP) and followed by all staff who support.
- The setting has a rigorous process for recording observations, assessments, plans and reviews in an individual "Record of Achievement" (ROA) for each child. Parents are fully involved in the process formally and informally.

### 2 What is the setting's approach to supporting different children's needs and how will that help my child?

- The setting has a wealth of experience around supporting all children and their needs.
- The setting has worked closely with a wide range of children and families in the past. We also work closely with professionals who support including speech and language therapists, physiotherapists, occupational therapists and educational psychologist amongst others.
- In line with the Montessori method the setting adjust their teaching methods accordingly to ensure that each child, regardless of their age and stage of development, is catered for.

### 3 Who can I contact for further information within the setting?

Mr Richard Baxter  
Ms Michelle Baxter

### 4 How accessible are the setting's indoor and outdoor environments?

- The indoor and outdoor environments are extremely accessible. There are two classrooms. The classroom settings are both on one level and have separate toilet facilities incorporated within the classroom environment so that children can be supported immediately if they need help.
- The outside area is sectioned into a range of different learning zones, so that children are able to access a variety of opportunities in the outside learning environment. From September 2018 we have included a new outside zone – The Nature Garden – to provide enhanced opportunities for outside exploration of the natural environment.
- There is a permanent sports teacher on site who helps the children to develop gross motor skills through a variety of activities including cricket, rugby, hockey, throwing and catching and kicking activities. Montessori activities help to develop and extend fine motor activities amongst other areas of development.

### 5 What specialist services and expertise are available at or accessed by the setting?

- The setting has accessed, and are continuing to access the following services: Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, Educational Psychology, and the LA Sensory Service (Griffins). We also have private therapists who visit specific children and their advice and strategies are also followed and incorporated into the curriculum and individual IEP's.

### 6 How does the setting know if children need extra help?

For children who are starting in the setting with no pre-identified SEND.

- Pre-visits to the setting are held prior to children joining at the beginning of term, where children are observed in the new setting environment.
- All children are observed and monitored closely for the first half term when they are settling in.
- Children are assessed using EYFS guidance criteria and also Montessori assessment criteria.
- If children are not meeting their age and stage of development then keyworkers will discuss their concerns with the SENCO who will also observe and speak to staff and provide strategies to support the children with their needs.
- If the SENCO feels that intervention is required, parents will be involved in the decision around how this will happen and next steps.

### 7 How will I be involved in my child's learning and overall wellbeing?

- Regular feedback and parent review meetings are held throughout the year where parents are updated about progress or any concerns. These may involve the manager, Keyworker and/or SENCO. IEP's are developed with the inclusion of parental views. We believe that learning and education should be holistic and not

only take place in the setting. It is imperative that any strategies provided are followed by everyone who cares for the child.

#### 8 What training and experience have staff had in supporting children with SEND?

- The setting SENCO previously worked for the Outreach and Inclusion Team. She now works as a EHCP Co-ordinator/SEN Caseworker in a inner London Local Authority. She used to support other pre-school and nurseries to implement strategies and learning programmes for children with SEND in their settings. She is an ICAN and AET (Autism Education Trust) trainer. She helps staff at the setting by providing regular advice and strategies to help them support the children in the setting.
- All staff receive internal training to confirm understanding of the setting's SEND policy and procedures. Any child identified in need of support is tracked in line with these procedures.

#### 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?

- Children tend to stay in their allocated rooms to ensure that they are able to build close relationships with their peers and keyworker. However they are taken into each room from time to time so that they are aware of the different environment. Children experience Christmas and Sports Day as a whole group.
- A full transition programme for children with SEND is provided which includes talking to children about their new school, having teachers visiting the setting and holding a transition meeting with their receiving school to pass on information and successful strategies and other paperwork.

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**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/>