

SEND Information Report

St Andrews Pre School- Cants lane setting	Sarah Roe- Pre School Manager Email:manager@standrewsps.co.uk Duty phone: 07701235835
How to get St Andrews Pre School Cants Lane	St Andrews Pre School is located within St Andrew's Church on Cants Lane, Burgess Hill, RH15 0LG. The Pre-School drop-off point is via the blue doors located by the main church car park. The entrance can also be accessed through the Rider Hall entrance. Accessible parking is available in the church car park. The nearest train stations are Burgess Hill railway station and Wivelsfield railway station, both within a short walk of the Pre-School. Local buses stop on Junction Road, just a short walk from the Pre-School entrance. Please check local bus timetables for current service times.
About your setting	<p>St Andrews Pre School is a warm, nurturing and inclusive setting where every child and family is welcomed, valued and supported. We are committed to building strong, positive relationships with families to ensure each child feels safe, confident and ready to learn from the moment they join us.</p> <p>Our experienced and caring team provides high-quality early years education tailored to each child's individual needs, interests and stage of development. We celebrate diversity and work closely with families and outside professionals where needed, ensuring inclusive provision and equal opportunities for all children to thrive, develop and achieve their full potential.</p>

Accessibility information

St Andrews Pre School is a warm, nurturing and fully inclusive setting where every child and family is welcomed and valued. Our environment is fully accessible, with no steps throughout the setting, two disabled toilets and dedicated children’s changing facilities, ensuring all children can move around safely and comfortably.

We are committed to providing high-quality early years education tailored to each child’s individual needs. We work closely with families and, where appropriate, outside professionals to create personalised support plans. Adaptations may include visual timetables, now-and-next boards, Makaton signing, adapted resources and equipment, quiet or sensory spaces, flexible routines, and differentiated activities to support varying developmental stages.

Our experienced team continually reflects on practice and makes reasonable adjustments to ensure that every child, regardless of ability, background or need can access all areas of learning, feel confident and secure, and reach their full potential within a caring and supportive environment.

Supporting all children including how you work with families and identify any delay in children's learning and development and support children with SEND

At St Andrews Pre School, we are committed to supporting all children to achieve their full potential within a caring, inclusive environment. We work in close partnership with families, recognising that parents and carers are a child's first and most important educators. We share information regularly, listen to parents' observations and concerns, and work together to ensure consistent support between home and pre-school.

Children's progress is carefully monitored through ongoing observation, assessment and regular reviews. If we identify any potential delay in learning or development, we discuss this sensitively with families at the earliest opportunity and agree on appropriate next steps.

We follow the graduated approach of *Assess, Plan, Do, Review* to support children with additional needs. Our SENCO (Special Educational Needs Coordinator) works closely with key persons, staff and families to develop targeted support plans, set achievable outcomes and review progress regularly. Staff receive ongoing training to ensure they are confident in adapting activities, environments and teaching strategies to meet a wide range of needs.

Where appropriate, we work in partnership with external professionals, such as health visitors, speech and language therapists, educational psychologists and local authority advisors, to ensure children receive specialist guidance and coordinated support.

We also place great importance on supporting smooth transitions, particularly when children move on to primary school. We share relevant information (with parental consent), liaise with receiving schools and prepare children through visits, discussions and transition activities to help them feel confident and ready for their next stage of learning.

<p>How does the setting support improve physical health outcomes?</p>	<p>At St Andrews Pre School, we recognise that good physical health is fundamental to children’s overall wellbeing, development and readiness to learn. We provide daily opportunities for active play both indoors and outdoors, enabling children to develop their gross and fine motor skills through climbing, balancing, riding, digging, mark-making and creative activities. Our accessible environment ensures all children can take part safely and confidently.</p> <p>We promote healthy lifestyles by encouraging regular physical activity, teaching children about healthy food choices, supporting good hygiene routines such as handwashing, and providing opportunities to rest and regulate. We also work in partnership with families to reinforce healthy habits and share guidance where needed.</p> <p>Through our provision, we aim to achieve positive outcomes including improved strength, coordination and balance; increased confidence in physical abilities; development of independence in self-care skills; and a growing understanding of how to keep their bodies healthy and safe. Ultimately, we want every child to develop lifelong healthy habits and a positive attitude towards physical activity.</p>
<p>How does this setting support improve mental and emotional health outcome?</p>	<p>At St Andrews Pre School, we understand that children’s mental and emotional wellbeing is the foundation for successful learning and development. We provide a calm, nurturing environment where children feel safe, valued and listened to. Each child is supported by a key Person who builds a secure, trusting relationship with them and their family. Through consistent routines, positive behaviour support, and opportunities to express feelings, we help children develop confidence, resilience and strong self-esteem. We also promote emotional literacy through stories, group times and everyday conversations, supporting children to understand and manage their feelings. staff are trained to recognise signs of stress or anxiety and respond with patience, reassurance, and strategies that build resilience. We also work closely with families to share strategies and provide consistent support between home and setting. The outcomes we aim to achieve include:</p> <ul style="list-style-type: none"> • Children feeling safe, secure, and confident in the setting. • Development of self-esteem, resilience, and positive coping skills. • Improved emotional literacy, helping children recognise and manage their feelings. • Positive relationships with peers and adults, fostering social and emotional skills. • A strong foundation for learning, enabling children to engage fully and enjoy their early years experiences.

<p>Clear information about how a family can access a place for their child</p>	<p>Families interested in a place at St Andrews Pre School are warmly invited to arrange a visit by appointment, allowing us to provide a personalised tour and answer any questions. Where demand exceeds availability, we maintain a waiting list and allocate places in line with our Admissions Policy.</p> <p>We offer funded Early Years Free Entitlement (EYFE) sessions for eligible 2, 3, and 4-year-olds, subject to availability. Our Fee Policy outlines all session costs and funding arrangements ensuring transparency for families.</p> <p>Before a child starts, we gather information to understand their individual needs, routines, interests, and any additional support requirements. This is done through registration forms at their first settling in session with us.</p> <p>Settling in arrangements are designed to support a smooth transition, including tailored settling-in sessions to help children become familiar with the environment, staff, and routines. We also provide transition support for children transitioning onto primary school, sharing relevant information with families and receiving settings to ensure continuity and confidence for the child.</p>
<p>Involvement in decision making</p>	<p>At St Andrews Pre School, we actively involve families in decision-making and value their views on all aspects of the setting. We seek feedback through regular parent meetings, informal discussions, and suggestion opportunities, ensuring families' perspectives help shape our practice and environment.</p> <p>We provide clear information through email bulletins, newsletters, our website, Tapestry and displayed notices, covering topics such as the curriculum, admissions, EYFE funding, and safeguarding policies. For families with additional communication needs, we offer specialist support such as Makaton signing, visual aids, and Picture Exchange Communication Systems (PECS) to ensure everyone can participate fully.</p> <p>Communication with parents and carers is ongoing and multi-faceted, including daily conversations at drop-off and collection, phone calls, emails, and parent meetings.</p> <p>Parents are central partners in their child's learning and development. We involve them by sharing observations, progress reports, and assessments, inviting input into learning plans and goal setting, and collaboratively reviewing outcomes. This partnership ensures that each child's learning journey is personalised, inclusive, and supported consistently at home and in the setting.</p>

Feedback

For parents and carers:

- Through informal daily conversations with staff at drop-off and pick-up.
- During scheduled parent meetings and review sessions.
- Via email or phone communication if they prefer to share comments in writing.

For children:

- Through observations of their play, choices, and engagement, which inform staff about their preferences and needs.
- Using age-appropriate feedback methods, such as talking, drawing, or selecting activities they enjoy.
- Participating in group time discussions or group reflections where their thoughts and opinions are listened to and valued.

All feedback is taken seriously, reviewed by staff and management, and used to make improvements to the environment, routines, activities, and support provided to ensure the setting continues to meet the needs of every child and family.

Complaints

At St Andrews Pre School, we take all concerns seriously and provide clear, accessible ways for children and parents to raise complaints.

For parents and carers:

- Concerns or complaints can be discussed directly with the child's key worker or any member of staff.
- If the issue is not resolved, parents can speak with the SENCO or the Pre-School manager.
- Written complaints can be submitted via email or letter, which are acknowledged promptly and handled according to our Complaints Policy.
- The Complaints Policy outlines timescales, investigation procedures, and how outcomes are communicated to parents.

For children:

- Staff observe children's behaviours, moods, and interactions to identify any issues affecting their wellbeing.
- Children are encouraged to communicate concerns in age-appropriate ways, such as through talking, drawing, or selecting activities they prefer.
- Staff act promptly to address issues, ensuring children feel listened to, safe, and supported.

Our goal is to resolve all complaints fairly, transparently, and constructively, while using feedback to improve the quality of care, learning, and support provided.

Communication and Interaction

At St Andrews Pre School, our staff have a strong foundation of experience in supporting children’s communication and interaction needs. Staff have received training in specialist approaches such as Makaton signing, PECS (Picture Exchange Communication System), and speech and language support strategies. Continuous professional development ensures our team stays up to date with best practices for supporting children with communication difficulties.

To support children with communication and interaction needs, we:

- Conduct thorough assessments of each child’s language, social, and interaction skills.
- Work closely with parents to understand their child’s communication style, preferences, and any strategies that work at home.
- Create personalised support plans, using visual timetables, small group work, adapted activities, and targeted interventions to develop skills.
- Provide a consistent, language-rich environment, using clear instructions, repetition, and modelling appropriate social interactions.
- Monitor progress regularly and adapt strategies to ensure the child continues to make positive steps in their development.
- Work with any outside professionals where appropriate.

**Social, Emotional and
Mental Health**

At St Andrews Pre School, our staff have extensive experience and training in supporting children's social, emotional, and mental health (SEMH). Staff are trained in positive behaviour management, attachment-aware practice, emotional literacy, building resilience, and supporting children through change and transitions. Staff also receive ongoing professional development in wellbeing strategies, safeguarding, and inclusive approaches to meet diverse needs.

To support children with SEMH needs, we:

- Develop strong, trusting relationships between each child and their key worker to provide a secure base.
- Use personalised support plans, including strategies for emotional regulation, social skills development, and managing behaviour in a positive way.
- Provide structured routines, calm spaces, and sensory resources to help children manage emotions and reduce anxiety.
- Encourage peer interactions, turn-taking, and cooperative play through guided activities and small group sessions.
- Regularly observe and review children's progress, adapting approaches to ensure ongoing emotional support.

We work closely with a range of professionals to ensure effective support, including:

- Educational Psychologists for assessment, and advice targeted strategies.
- Early Years Inclusion Support Services for guidance on interventions and classroom adaptations.
- Health Visitors and Paediatricians for developmental or medical considerations affecting wellbeing.
- Speech and Language Therapists

This collaborative, evidence-based approach ensures children with SEMH needs are supported to develop confidence, resilience, positive relationships, and the emotional skills necessary to thrive both at pre-school and in later life.

Cognition and Learning

At St Andrews Pre School, our staff have substantial experience and training in supporting children's cognition and learning. Team members are trained in early years curriculum delivery, observation and assessment of developmental milestones, differentiation of activities, and strategies for children with additional learning needs. Staff also receive professional development in inclusive practice, scaffolding learning, supporting attention and memory, and using visual or practical aids to enhance understanding.

To support children with cognition and learning needs, we:

- Assess each child's abilities and learning styles through ongoing observation and development tracking.
- Create personalised learning plans, including targeted activities, practical resources, and visual supports to reinforce understanding.
- Adapt tasks, routines, and environments to suit individual learning needs, providing extra scaffolding where required.
- Break tasks into manageable steps and use repetition, modelling, and hands-on experiences to build confidence and mastery.
- Review progress regularly with families and staff to adjust support as needed.

We work in partnership with a range of professionals to ensure effective planning and support, including:

- Educational Psychologists for detailed assessments and guidance.
- Early Years Inclusion Support Services to provide strategies, resources, and intervention programs.
- Specialist Teachers or Learning Support Advisors for specific learning difficulties.
- Speech and Language Therapists where communication impacts learning.
- Health Visitors or Paediatric Services for children with broader developmental needs.

This approach ensures children with cognition and learning challenges receive personalised, inclusive support that helps them achieve their full potential in a nurturing and stimulating environment.

Physical

At St Andrews Pre School, our staff have extensive experience and training in supporting children's physical development. All staff encourage children's development of gross and fine motor skills, safe use of outdoor equipment, and promoting healthy movement and coordination. Staff also receive guidance on supporting children with additional physical needs, including safe handling techniques, use of adaptive equipment, and inclusive play strategies.

To support children with physical development needs, we:

- Provide daily opportunities for active play, both indoors and outdoors, to develop strength, balance, coordination, and motor skills.
- Adapt activities and equipment to suit individual abilities, ensuring all children can participate safely and confidently.
- Offer targeted support for children who need extra help with movement, self-care skills, or hand-eye coordination.
- Observe and assess children's physical development regularly, sharing progress and strategies with families.
- Implement personalised plans, including exercises, sensory activities, or fine motor games, to support ongoing development.

We work with a range of professionals to ensure effective planning and support, including:

- Physiotherapists for children with motor difficulties or mobility needs.
- Occupational Therapists to support fine motor skills, coordination, and adaptive strategies.
- Health Visitors and Paediatricians for assessment and guidance on developmental progress.
- Early Years Inclusion Support Services for advice on inclusive activities and resources.

This approach ensures that all children, including those with physical challenges, can develop their motor skills, confidence, and independence in a safe and supportive environment.

Health/Medical

At St Andrews Pre School, our staff have experience and training in supporting children's health and medical needs. All staff are trained in Paediatric first aid for young children, administering medication safely, recognising signs of illness, and following health and safety procedures. Additional training includes supporting children with allergies, asthma, diabetes, epilepsy, and other medical conditions, as well as safeguarding and hygiene protocols.

To support children with health or medical needs, we:

- Develop personalised health care plans in partnership with parents or carers, detailing medication, triggers, symptoms, and emergency procedures.
- Ensure staff are aware of each child's individual needs and trained in any specific care procedures.
- Maintain a safe environment, including accessible hygiene facilities, safe storage of medication, and risk assessments for activities.
- Monitor children's health closely and respond promptly to any concerns.
- Share clear communication with parents about their child's health, medication, and daily wellbeing.

We work with a range of professionals to ensure effective support, including:

- Paediatricians and Specialist Nurses for guidance on specific medical conditions.
- Health Visitors for developmental and health monitoring.
- School Nursing Teams for advice and training on care plans and emergency procedures.
- Early Years Inclusion Support Services for guidance on adapting the environment to meet health needs.

This approach ensures that children with medical or health needs are fully supported, safe, and able to participate in all activities while promoting their wellbeing and independence.

Sensory

At St Andrews Pre School, our staff have experience and training in supporting children with sensory needs. Our SENDCO has training in sensory processing, sensory integration strategies, creating calm and structured environments, and recognising signs of sensory overload or under-stimulation. Staff are also trained to adapt activities and resources to meet individual sensory needs, helping children engage safely and confidently.

To support children with sensory needs, we:

- Observe and assess each child's sensory preferences, sensitivities, and triggers.
- Provide a range of sensory experiences, including tactile, auditory, visual, and proprioceptive activities, tailored to individual needs.
- Create calm or quiet spaces for children who require a low-stimulation environment.
- Use adapted resources, routines, and activities to reduce sensory overload and promote engagement.
- Work closely with parents to understand strategies that support the child at home, ensuring consistency.

We collaborate with a range of professionals to provide expert guidance and support, including:

- Occupational Therapists, particularly those specialising in sensory integration, to develop targeted sensory programs.
- Educational Psychologists for assessment and advice on strategies to support learning and participation.
- Speech and Language Therapists when sensory difficulties affect communication or feeding.
- Health Visitors and Paediatricians for developmental advice and monitoring.
- Early Years Inclusion Support Services for practical strategies, resources, and staff training.

This approach ensures that children with sensory processing needs are supported to explore, learn, and participate fully in the setting, while feeling safe, understood, and confident.