**January 2014**

Transition to school: The reception teachers have completed and returned a form which was sent to them by us in October. We asked them to comment on further support that could help the children’s transition to school. Staff discussed their comments and also had suggestions. These will be fed back to school and once we have had a response we will put an action plan in place.

Literacy: We have reviewed the way in which we plan literacy and have a new system which sets out clearly activities to support children through Letters and Sounds phase 1 which will provide them with the foundations on which to build at school. Some of the activity plans include opportunities to clap rhymes, using parts of the body to tap rhythms, encouraging the children to identify sounds inside and outside, in large and small groups. Both split age groups will take part in these daily activities although the older children will continue further with rhyming and alliteration etc.

*Evaluation: This is working so well and having a big impact on the children. We have had some very positive feedback from parents who have noticed their children singing and rhyming more. Separate literacy activities are planned daily for the younger children who enjoy experimenting with sounds, using different tools to make sounds by brushing, scraping, tapping, hitting etc, and using their mouths to make new sounds such as humming which helps develop muscles and speech. All the children have learnt a lot more rhymes and songs which we have been linking in with their interests as much as possible.*

Establishing children’s starting points: A new form is now being sent out to parents with their registration confirmation, along with the ‘All About me’ and ‘Pen Portrait’. This form has a wide variety of experiences for the parents to comment on.

*Evaluation: This is very useful as it provides us with a lot more information regarding the child’s abilities and the types of activities they like. Parents are reminded in a letter to bring the completed form to their induction, but if they forget we have spare copies to be completed during the induction.*

Key person/back up sharing information: All children have a back up key person who takes the place of their key worker in their absence. However in order for them to have more information about their back up children, staff are now completing a sharing information form. These forms are to be used as a summary of each child’s needs, including sessions attending and any targets set for the child. Any changes to children’s needs must also be shared with backups.

*Evaluation: These forms are very useful. They are updated whenever details change and also when termly summaries are made of the child’s development in preparation for parent consultations.*

Termly risk assessments took place. A report is forwarded to the Committee.

Training: Special Education Needs Top Up Funding Information Session. There have been changes to the way funding is allocated to children with additional needs. This session explained the new procedure.

Health & Safety – COSHH; Our named practitioner in charge of health & safety is Daniela.