

Childcare Setting Name:

Ash Green Children's Centre

Name & Contact Details of Person Submitting this Information:

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1. How do we make sure all children reach their potential?

Consider curriculum access, staffing ratios, tracking systems, reviews and your inclusion ethos, policy and practice. Consider how you make quality first provision for children with EAL/challenging behaviour.

- NHP Children's Centres believes children learn best through play. Our overall approach is child centred, providing an interesting and challenging environment which allows children to have access to a wide, broad and balanced curriculum in the context of the EYFS that is appropriately differentiated.
- The curriculum within the centres nurseries is play based and takes into account children's learning styles and interests. Resources are specifically chosen with the children's age and ability in mind.
- Staff ratios are in line with those outlined within the EYFS statutory guidance. Additional staff will be sought should a child require substantially more support whilst in the setting. D-catch funding will be applied for should SENCO/staff feel necessary after assessment. The additional staffing supports children to reach their potential within the setting enabling key workers to offer the support required.
- We provide quality care and teaching which is monitored on a day to day basis and through a variety of audits and assessments.
- We carry out a baseline assessment which tracks the child's progress. Each child is allocated a designated key worker whose role is to observe, monitor and track their key children's progress and plan activities/provision accordingly to meet their needs. We use the formative assessment method to look, listen and note which helps to assess their next steps of learning and development. Observations are recorded in a number of ways such as written, photographs and children's work. This information is recorded in the child's individual learning journey.
- Formal summative assessments are carried out. This is based on evidence from observations and practitioners knowledge of a child's learning and development. This information is then summarised into a Progress report which is shared with parents/carers.
- We have a procedure in place to share these assessments with the child's Health Visitor, this is to ensure all needs and learning developments are met.
- Children are tracked using the Early Years Outcomes Tracker. Each child has their own tracking document which is completed by their key person through the use of observation, monitoring and planning.
- Parent/carers are kept informed about their child's progress on a day to day basis informally through conversation with key person, parents' evenings, key person events and home visits.
- We have a SENCO in every centre who is part of the senior management team. They are responsible for supporting parents/carers and staff through the processes which enable

children's needs to be met.

- Each centre also has a Behaviour management lead who is responsible for supporting parents/carers and staff through the processes to enable their children's needs to be met.
- There is a Voice of the child lead within each of the centres. The child's voice is also incorporated within the progress check.
- Our Special Educational Needs and Disability Policy outlines clearly the action which staff would take if they had concerns about a child. We have a named SENCO who is responsible for supporting staff and families through the processes and working with partner agencies such as Speech and Language therapy(SALT), Portage and Child Development unit. Policies are all clearly linked to the ECCM and EYFS and are working documents.
- Management ensure all staff work in line and adhere to Ofsted frameworks, standards and guidelines. Staff work to meet the recommendations made by Ofsted.
- All centres within the group are Ofsted rated 'Good/Outstanding'.
- English as an additional language (EAL). Centres will support families and assess their individual needs. They will sought professional support, guidance and resources where required.

2. How do we identify the additional needs of a child with SEND? How do we work out what their needs are and how can we help them?

- A 'graduated response' is applied using a cycle of 'assess, plan, do, review'. This links with the EYFS 2014 observation, assessment and planning cycle, which ensures all practitioners are assessing each individual child's learning and continual progress.
- **Assess-** The early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs in order to identify the child's SEN or disability. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.
- **Plan-** If it is decided to provide SEND support and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.
- **Do-** The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.
- **Review** The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed target dates.

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?

- All centres provision is accessible to all users, and work in line with DDA legislation and guidance.
- Centres enhance/adapt their resources/provision accordingly to each child's individual needs and abilities.
- SENCO/Staff carry out regular reviews with parents/carers and other professionals
- We liaise closely with other professionals such as Health, Education, Social care and Specialist inclusion professionals.

4. What additional support is available for children with SEND and how do they access it? What other help can we get?

All centres work closely and in partnership with other professionals and agencies to support children with SEND such as:

- Portage and Early Years Support Teachers
- Autistic Spectrum Disorder team
- Visually Impaired team
- Hearing impaired team
- Speech and Language therapists
- Health Visitors
- Physiotherapists
- Paediatricians
- Educational Psychologist
- Community Health
- Family Support Workers
- Parent Link Workers
- Parent/carers Partnership

- Staff will seek advice and guidance from a number of resources including website, specialist support groups and the child's parents/guardians.

5. How can we adapt our setting to enable children with SEND to participate?

- Our overall approach is child centred, providing an interesting and challenging environment which allows children to have access to a wide, broad and balanced curriculum in the context of the EYFS that is appropriately differentiated.
- Centres will work closely with parents/carers and the individual child to assess what activities and provisions require adaptations and how.
- Centres seek advice, support and guidance from the relevant professionals on to how best to make adaptations and enable a child with SEND to participate and reach their potential.
- Equipment and resources required to support the individual child through partner agencies and professionals are sought to allow all children to participate.
- Staff across the centres have a wide range of knowledge, experience and skills with regards to working and supporting children with SEND.

**6. How can we ensure we get the service, provision and equipment that children will need?
How can we make sure we get all of the help we need from different people?**

- Centres work closely and in partnership with other professionals and agencies to support children with SEND.
- Centres work closely with parents/carers and the individual child to assess what provision and equipment their child will need.
- Team around the child (TAC) meetings will be set up to discuss and review the individual child's needs and plans will be put in place
- Settings will apply for DCATCH funding in order to support a child's learning and development
- Referrals will be made to partner agencies/professionals to gain support for families
- SENCO leads will keep up to date with legislation, policies and procedures in order to maintain high levels of service and support.

7. How do we support and improve:

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

We support and improve the PSED/CLL and PD of children with SEND by:

- Tracking children's individual learning and development using a paper tracking system and an electronic system.
- Planning and providing an interesting and challenging environment which allows children to have access to a wide, broad and balanced curriculum in the context of the EYFS that is appropriately differentiated.
- Carrying out assessments and Progress checks which identify strengths and weaknesses within a child's learning and development.
- Centres have staff who are trained to deliver the Every Child a Talker communication support programme.
- Working closely with parents/carers to gather full information with regards to their child's needs. Ensuring all information is shared between setting and home.
- Working closely with specialist support agencies and professionals such as SALT, Portage, Health professionals, Physiotherapists, Teachers of the Deaf, Hearing impaired team, Visual Impaired team, Educational Psychologist and other SEND team professionals. Advice, guidance and support will be sought and shared with all parties.
- Ensuring children with SEND have an Individual Educational plan (IEP)/ Child Centred plan which includes the voice of the parent/carer and child. These are regular reviewed and updated to meet the needs of the child.

8. How do we support children with multiple and complex needs?

We support children with multiple and complex needs by:

- Working closely with parents/carers to gather full information with regards to their child's needs. Ensuring all information is shared between setting and home.
- Working closely with specialist support agencies and professionals such as SALT, Portage, Health professionals, Physiotherapists, Teachers of the Deaf, Hearing impaired team, Visual Impaired team, Educational Psychologist and other SEN team professionals. Advice, guidance and support will be sought and shared with all parties.
- Ensuring children with SEND have an Individual Educational plan (IEP)/ Child Centred plan which includes the voice of the parent/carer and child. These are regular reviewed and updated to meet the needs of the child.
- Children requiring intense support will be assessed as to whether an Education Health and Care (EHC) plan needs to be completed.
- Staff attend Team around the child (TAC), single assessment framework meetings and transition meetings to ensure information is shared with the necessary professional involved and that actions are achieved.
- Staff gain further training and knowledge specifically tailored for an individual's child as and when required. Settings will invite specialist professionals and agencies to come into setting to train staff.
- Ensuring that staff are aware of where to signpost parents/carers for further support, guidance and advice.

9. How do we assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do we keep parents informed where children have SEND but do not have an Education, Health and Care Plan?

We assess and review progress by using a 'graduated response' which is applied using a cycle of 'assess, plan, do, review'. This links with the EYFS 2014 observation, assessment and planning cycle, which ensures all practitioners are assessing each individual child's learning and continual progress.

Assess- The early years practitioner, working with the setting SENCO and the child's parents, carry out an analysis of the child's needs in order to identify the child's SEN or disability. This is done by tracking children's individual learning and development using an electronic tracking system. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan- Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do- The early years practitioner, usually the child's key person, remains responsible for working with

the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review-The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and be involved in planning next steps.

- Centres also organise a number of events in which Parents/carers can access the setting to discuss their child's individual needs. These events include parent's evenings, key person events, team around the child/single assessment framework meetings and transition meetings.
- Centres will have good links with local schools' foundation stage units.

**10. How do we support children with SEND moving childcare settings or moving onto primary school?
How do we support and enable children with SEND to access activities and experiences beyond those we offer in the setting?**

We support children with SEND moving childcare settings or moving onto primary school by:

- SENCO's/Key person/ DCATCH worker will meet with new settings SENCO/key person prior to child moving setting in order to share all child's history/ welfare needs/learning and development needs.
- Key person/SENCO will visit new setting prior to child moving and will invite new setting staff to our setting.
- Ensuring transition visits are organised and carried out smoothly between settings.
- Share transition reports with new setting.
- Ensuring parent/carers and children are involved throughout Transition process and their voices are heard.
- Ensuring staff adhere to policies and procedures with regards to transition.
- Signposting to other support/ advice/guidance/ agencies and activities within the settings and local community.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?

We assess the effectiveness of our special needs provision and how are parents and children involved in this process by:

- Carrying out annual audits
- Working in line with the Early Years Foundation Stage Framework
- Sending out annual Questionnaires to parents/carers
- Catch the comment process
- Reviewing parent's/carers comments from Progress reports, transition reports and reviews.
- Voice of the child consultations
- Journey of change forms

12. How do we ensure that we have the expertise needed to support children with SEND?

We ensure that we have the expertise needed to support children with SEND by:

- Working closely with specialist support agencies and professionals such as SALT, Portage, Health professionals, Physiotherapists, Teachers of the Deaf, Hearing impaired team, Visual Impaired team, Educational Psychologist and other SEND team professionals.
- Through sharing information/training within team meetings
- SENCO's keeping up to date with legislation, information and training with regards to supporting children with SEND.
- Ensuring staff access training through Local council training programme, in house, outside agencies and partner.
- Seeking funding such as DCATCH in order to provide support, resource equipment and training.
- Staff to research information and guidance through reputable websites and organisations.

13. How can parents make a comment, compliment or complaint about our provision?

Parents can make a comment, compliment or complaint about our provision by a variety of ways. They can use the following processes:

- Catch the comment
- Parent comment slips
- Annual consultation
- Web page
- Email
- Face to face
- Raise a concern
- Make a complaint
- Ofsted