

Childcare Setting Name:

Bents Farm Day Nursery

Name & Contact Details of Person Submitting this Information:Julie White Bents Farm Day Nursery Moorbottom Lane Norland Halifax HX6 3RP
01422 834014 bentsfarm@yahoo.com**1. How do we make sure all children reach their potential?**

The setting operates with an open age ethos that eliminated transitions for all children. Children are not grouped by age and are therefore able to build strong relationships with other children in their developmental range supporting excellent inclusive practice. Learning is tailored to individual needs using exceptional resources both indoors and out. Activities are play based and tailored to individual learning styles, the Early Years Foundation Stage (EYFS) and children's interests. Staff ratios are exceeded by four highly qualified practitioners who are utilised for additional support as required. The setting employs an EYFS lead practitioner and three Early Years Professionals who monitor an effective quality of learning. Individual progress is tracked and recorded termly by senior staff. The EYFS lead practitioner monitors development monthly and concerns are recorded and discussed with senior staff and key workers. Parents/carers receive monthly reports on their child's progress and development. Annual assessments are completed and parents/carers views are sought. Parents/carers of children who require individual learning and development plans are supported and termly meetings are arranged with parents/carers and other professionals. The setting employs two SENCO's one of whom is supernumerary to the rota and is able to support as 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?

The EYFS lead practitioner monitors development monthly and concerns are recorded and discussed with senior staff and key workers. Parents/carers receive monthly reports on their child's progress and development. Annual assessments are completed and parents/carers views are sought. Parents/carers of children who require individual learning and development plans are supported and termly meetings are arranged with parents/carers and other professionals. The setting employs two SENCO's one of whom is supernumerary to the rota and is able to support as required.

Initial meetings are made with parents/carers prior to the child starting at the setting to gather all information required and to attain child's starting points. Practitioners use development matters to identify typical milestone development. SENCO's have sound knowledge of other agencies and professionals who are able to provide additional support. The SENCO's ensure specific intervention programmes are routinely carried out.

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

Both entrances to nursery and pre-school are accessed by a ramp to enable ease of access to wheelchair users. Outdoor play environments are also accessed via a ramp. The setting employs two SENCO's and practitioners who have knowledge and training in Tiny Talk (sign language), ECAT, Feed Pump, Autism, Administration of medicines, Portage, Epi-pen, Visual Impairment, Hearing Impairment, Eating Disorders, and Depression.

Initial meetings are made with parents/carers prior to the child starting at the setting to gather all information required and to attain child's starting points. Practitioners use development matters to identify typical milestone development. SENCO's have sound knowledge of other agencies and professionals who are able to provide additional support. The SENCO's ensure specific intervention programmes are routinely carried out.

Parents/carers receive monthly reports on their child's progress and development. Annual assessments are completed and parents/carers views are sought. Parents/carers of children who require individual learning and development plans are supported and termly meetings are arranged with parents/carers and other professionals.

The setting has cared for children with a wide variety of multiple complex needs over the nineteen years it has been established.

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

The setting has applied and obtained DCATCH funding successfully. This funding enables the setting to provide additional support, resources and training for children with SEND.

The setting has cared for children with multiple complex needs, it also has formed professional relationships with a wide range of support agencies who can offer guidance these include, Early Years Support Teachers (EYST), Portage, Speech and Language, Child Psychologist, Behaviour Psychologist, Health Visitor, Social Worker, Nutritionist, Specialist Inclusion Service, Physiotherapist, Occupational Therapist, Sure Start Settings, Doctors, Paediatricians.

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

The setting uses Tiny Talk (sign language), ECAT and PECS systems.

Every activity inside or outside the setting is accessible to children with or without SEND. The open plan ethos ensures children are provided with activities specifically for their developmental levels rather than age grouping.

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?

The setting has cared for children with multiple complex needs, it has also formed professional relationships with a wide range of support agencies who can offer guidance these include, Early Years Support Teachers (EYST), Portage, Speech and Language, Child Psychologist, Behaviour Psychologist, Health Visitor, Social Worker, Nutritionist, Specialist Inclusion Service, Physiotherapist, Occupational Therapist, Sure Start Settings, Doctors, Paediatricians.

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?**

The setting is open plan and children learn from their further developed peers in all three prime areas.

The setting supports all its children to develop their PSED by providing good role models. Practitioners access behaviour training and expect positive behaviour from all children and adults. Persona and empathy dolls are used to reinforce positive images. Several strategies including social circles, timelines and reward charts have been used successfully in the past.

The setting supports all its children to develop their Language and Communication by providing good role models who speak clearly with eye contact and positive body language. Practitioners are trained in Tiny Talk (sign language) and ECAT to develop non-verbal communication. Posters and displays throughout the setting promote language development. At present, practitioners converse fluently in children's home language and interpreters would be sought as required. Open ended questions are asked throughout play and activities. Reading areas are well stocked with a wide variety of resources and early phonics is introduced.

The setting supports all its children to develop their Physical Development by providing good role models who support healthy lifestyles. Practitioners are trained in Nutrition, Healthy Eating and Wellbeing, Weaning, Fun Fresh and Fab Foods, Songs Rhyme and Movement, Top Tots, Outdoor Play. All children enjoy activities indoors and outdoors that encourage the development of their physical abilities i.e. gardening, gross motor, fine motor, food preparation and cooking. Children are allowed to take risks with support close by if needed.

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

Children with multiple and complex needs have additional support to enable them to enjoy, progress and fully participate in nursery life.

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?

The setting operates with an open age ethos which eliminates transitions for all children. Children are not grouped by age and are therefore able to build strong relationships with other children in their developmental range supporting excellent inclusive practice.

The EYFS lead practitioner monitors development monthly and concerns are recorded and discussed with senior staff and key workers. Parents/carers receive monthly reports on their child's progress and development. Annual assessments are completed and parents/carers views are sought. Parents/carers of children who require individual learning and development plans are supported and termly meetings are arranged with parents/carers and other professionals. The setting employs two SENCO's one of whom is supernumerary to the rota and is able to support as required.

Progress of support is transferred daily from practitioners, key workers and SENCO's to parents/carers. Termly reports following meetings are issued to all involved.

**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?**

The setting is open age, therefore transitions have been eliminated prior to joining school. Prior to starting school reception teachers and school SENCO's are contacted and invited to the setting. Requests are made to visit the prospective schools. Information is exchanged at these visits. The setting displays a sign post system for other agencies and activities that may be of interest to families, staff are very knowledgeable in this area.

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

Children are set individual learning and development plans termly and are also tracked termly for progress, these are reviewed by all involved including parents/carers and children and new targets are set. Areas of provision are reviewed and changed as required. Individual activities are reviewed and resourced frequently to ensure requirements from parents/carers and other professionals are met.

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

The setting employs two SENCOs and practitioners who have knowledge and training in Tiny Talk (sign language), ECAT, Feed Pump, Autism, Administration of medicines, Portage, Epi-pen, Visual Impairment, Hearing Impairment, Eating Disorders, and Depression. Future training will be sought and accessed as and when the need arises.

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

Parents/carers speak to practitioners every day which enables comments, compliments or complaints to be transferred. A post box is provided for written comments and a book for compliments or complaints is available. Annual questionnaires are issued to all parents/carers to gather their views on the service we provide.