

Childcare Setting Name:

Castlefields Pre-School, Field Top Road, Rastrick, HX6 3XB

Name & Contact Details of Person Submitting this Information:

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

- training courses (SEND)
- EYFS developmental stages – analysis of tracking sheets to identify any individual needs, observe next steps, inform planning and next steps for each individual child
- inclusive practice in setting
- nursery and school policies
- Review and share information with parents/carers/staff/outside agencies
- Work in partnership with parents/carers
- Qualifications of staff 3 x NVQ3 and plus one member of staff with BA in Childhood Studies and Manager with BA in Childhood Studies, including Early Years Professional Status
- Outside agencies are contacted if support needed, early intervention
- provide a stimulating environment
- all staff reflect on their daily practices and activities

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?

- observations and photos
- planning
- EYFS tracking and analysis
- Work in partnership with parents
- Work with external agencies – i.e. health visitor
- Complete 2 year progress checks and share with parents highlighting progression and areas of concern
- Plan for individual needs
- provide one to one support
- reflect on practice daily
- Work as a team and remain professional
- Implement an Education Health Plan is necessary

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

- Equality
- Named Senco both in nursery and within school
- Attend specialist training
- Support parents
- Bilingual support
- Observe and track child's development/analyse/plan
- one to one support
- plan activities for individual needs
- Quiet area for children with hearing impairment
- The room can be easily adapted for a child who maybe in a wheelchair or with mobility disability, including a ramp outside into the class room
- Adequate floorspace for all children

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

- bilingual support in school
- funding from local authority
- one to one support

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

- (as above in section 3)
- observe children, follow child's interests and next steps
 - Liaise with parents and professionals
 - follow policies and procedures
 - one to one support
 - Risk assessment

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?

- Keep ourselves up to date with current legislation, nursery world magazines, e-bulletins
- Attend training courses
- continue to liaise with Quality Improvement Officer
- Access funding available for children eligible
- Nursery funding/budget

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?**

- Early Years Outcomes guidance
- Assessments for parents/other professionals
- 2 year progress checks, identifying strengths and weaknesses and building on these with parents
- Work with parents to build on child's interests
- Implement a target plan, strategies, EHC plan
- Provide one to one support

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

- One to one support
- Support from other agencies
- Good communication between staff and parents, agencies etc
- Observe and listen to the child
- Reflect on practice
- Attend appropriate training courses

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?

- Meetings with staff, moderation of judgments
- Parent consultations with staff/outside agencies
- Observations, planning
- Home link books
- daily conversations / discussions with parents (open door policy)
- Track child's development and monitor judgments, analysis - key person/Senco and Manager
- Reviewing and evaluating agreed outcomes with parents, staff and agencies
- Always keep the parent involved
- Record keeping

**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?**

- Plan and prepare for transition, involve parents
- Review the EHC plan
- Ensure parental consent prior to transition
- Key person to go with child on transition visit
- Liaise with class teacher and discuss needs of child

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

- Working with the EYFS curriculum
- Reflection on a daily basis
- Monitoring a child's progress
- Review policies
- Keep up to date with legislation
- parent questionnaires/feedback
- parent consultations
- 2 year progress check reviews
- Listen to the child, observe their interests and build on these.

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

- Attend appropriate training courses and complete a CPD reflection form when return back to nursery, share knowledge with staff and parents
- Keep up to date with information i.e. e-bulletins, nursery world magazines
- Access government funding.

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

- Parents are made aware of the policies in nursery
- details of how to make a complaint are displayed on the 'parent board'
- home link books
- parent consultation evenings
- daily on arrival/pick up times
- parent questionnaires