

**Childcare Setting Name:**

Cheeky Monkeys (Halifax)

**Name & Contact Details of Person Submitting this Information:**

Alison Brooke 01422 347866/205583

**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.*

At Cheeky Monkeys we follow the Early Years Foundation Stage Curriculum and we are happy with this curriculum as it cover all areas of development.

Each child has their own Learning Journey which is filled with observations, photographs and some artwork from the child. Observations and photographs are used as evidence for the main part of the tracker that is used to ensure that all children develop across the areas to reach their own potential. Each child has a key person who ensures that their needs are met and who fills in the Learning Journey and plans activities for their child.

All children are unique and are treated as equal regardless of age, background or ability.

If a child needs more help with their development in one or several areas we may use the Early Support Early Developmental Journal to look in more details at their needs and if necessary we would seek outside help.

**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?**

Initially we would do some focused observations on a child who was showing signs of delayed development in some areas, then we would break down these areas to see which area would need additional help, we would help them in this area by following the ESEY Journal and seek help from an outside agency if we needed any guidance or advice.

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

Depending on what the need is we would adapt our current provisions to suit the needs or we would acquire additional equipment or provisions.

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

We can apply for DCATCH funding which helps us to bring in any paid help or do one to one. We can contact family services for specialist help or advice, and there is also PORTAGE services.

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

If a child could not walk we would ensure that activities were at their level, either on the floor or on a lower table, we would also ensure that obstacles were removed so the child could move about with free access to other areas. Also ensure that they had access to the outdoor area and amenities.

**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?**

We would contact Family Services and PORTAGE.

**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?

Follow the EYFS and ESEY Journal.

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

There are additional journals and resources on websites that we have access to.

**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 would assess and review progress by following the EYFS and the ESEYD Journal We would work in partnership with the parents by speaking to them after each session having regular review meetings and our open door policy means we are available to speak or to arrange a convenient time to speak about any cares or concerns.

**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 would follow our transition policy and give in depth reports and pass on learning journey to new setting. We would invite the child's new teacher into our setting.

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

Speaking to parents on an individual basis either in a meeting or parents evening. Through email and questionnaires.  
Children through their interests and interacting with them.  
Action plans and regular reviews.

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

Have a specified SENCO and ensure they have training in all areas and are update with current legislation and initiatives, give all staff some training in basic senco.

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

We have a book in each entrance hall. They can speak to a member or staff or contact us through email.