

Childcare Setting Name:

Clifton Village Nursery

Name & Contact Details of Person Submitting this Information:

Heather Tankard heathertankard1@sky.com

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

- Adequate staffing
- Use of keyperson system
- Children individually planned for
- Baseline assessment after 6 weeks
- 2 year progress check
- Progress checks – identifying strengths and weaknesses carried out every 3 months
- Introduce strategies for those not achieving or those exceeding
- Learning journey for each individual child
- Whole group tracking
- Planned possible lines of direction for individual children to help them achieve
- Focussed activities include differentiation for all abilities
- Inclusion policy
- Behavioural management policy

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?

- Key person individually assesses each child
- Early years outcomes
- Progress checks to identify strengths and weaknesses
- Introduce strategies for those not achieving
- Home visits to discuss needs with parents
- Comments page in learning journeys for parents to comment on needs
- Encourage parental partnership – able to have discussions with keyperson regarding individual needs and strategies needed
- Information from other settings

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

- All children have a key person
- Children individually planned for
- SENCO
- Staff training relevant to children's needs
- Resources for SEN purchased according to individual needs
- 1 to 1 support available if necessary

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

- SENCO
- 1 to 1 support if necessary
- SALT
- Health Visitors
- Visual impairment team
- Calderdale early years team
- SENCO in school for confidential advice
- Portage
- Reception teacher in school

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

- Outdoor area is on different levels – fully accessible allowing wheelchair access if necessary
- Ramp has replaced outdoor step
- Book support to hold books at correct angle for those with visual impairment
- Carpeted floor – non slippy
- Staff trained with signs and symbols
- Signs displayed for snack, drink, toilet, hello
- Visual timetable displayed
- Toilets easily accessible with visual aids demonstrating how to toilet self
- Numicon – visual way to discuss numeracy
- Emotion cards and books
- Signing books available for play/ dressing/ moving in different ways
- Differentiation on focussed activities to include all abilities
- Focussed groups to help those not achieving in different areas

**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?**

- Staff attended SEN basic, CAF training
- SENCO fully trained
- Training relevant to children's individual need undertaken – staff made aware of help that is available and how to access it
- Advice from Calderdale Early Years team
- Links with local children's centre to access training and activities on offer for staff, children and parents
- DCATCH

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?**

- Emotions cards and books
- Posters and books displayed representing children of differing abilities and genders
- Staff attended signs and symbols training
- Use of signing with all children at key times e.g. registration
- Signing at singing time
- Purchased colourful cushions to encourage sitting at circle time
- Focussed groups to support learning in a more calm environment
- Sound cards to be used at circle time

- Early phonics to build on listening and sound formation skills
- Ramp access so indoor/ outdoor play accessible
- Resources on different levels in outdoor area
- Gross motor skills promoted outside
- Pro-vision sports coming into setting

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

- Liaise with parents regarding child's needs and health
- Home visits
- Settling in program
- Exchange information with other settings
- TAC meetings
- Child centred learning plans

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?

- TAC meetings
- Parents evenings
- Children's preferred activities picture questionnaires
- Travel diary – to exchange information with parents on a daily basis
- Regular meetings with parents
- Learning journeys

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?

- Travel diary for more than 1 setting
- Transition visits into school (multiple) with key person
- Meetings between key person, SENCO and school staff to discuss individual child needs
- Have up to date information of activities that local children's centre offer

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

- Parental questionnaire
- Transition questionnaire
- Review of progress made
- Progress checks identifying strengths and needs
- Reflective diary

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

- All staff have basic SEN training
- SENCO is fully trained
- Key person has additional training relating to individual child's need
- Staff have attended signs and symbols course
- Information gained from courses is cascaded to all staff during half termly meetings
- SEN report is cascaded to all staff during staff meetings

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

- Comments sheets available in learning journey which parents can access at anytime
- Parental questionnaires sent out to all parents
- Transition questionnaires sent out to all parents
- Complaints procedure in place and all parents made aware
- Parents advised that if they need to speak to key person/ manager/ SENCO they are able to make an appointment after nursery has finished for the day
- Regular contact with parents