

Childcare Setting Name:
Colden Early Years Nursery

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.

We provide the children with as broad and balanced curriculum that is differentiated appropriately for each child. We use the Early Years Foundation stage as a guide and provide a play based environment taking in to account different learning styles and interests.

The staffing ratio in Nursery is 1 to 4 for 2yrs and 1 to 8 for 3yrs and over we have a maximum of 16 children at any one time allows for more effective teaching and support. The manager is the SENCO and is supported by the two senior members of staff. We have done step one in steps to quality and are hopefully going to progress to step two. This helps to monitor and support best practice as a whole. Peer observations and staff supervisions are undertaken to help staff reflect on practice and reach their full potential. It also allows for discussions regarding children's individual needs or different approaches. We have recently had our OFSTED in July 2014 and these are some of the comments:

"An effective and well established programme of professional development is in place, which ensures continuous improvement. This includes peer observations, which support reflective practice to further improve the already very good staff practice".

"Partnerships with parents are good. Regular communication ensures informations is shared to promote continuity in children's care and learning".

"Staff use a clear system to observe, track and monitor children's learning through effective and accurate assessments".

"The key person system is strong and provides maximum benefit to both the children and their families as both develop positive relationships with key staff".

"Support for children with special educational needs and or disabilities is consistently highly effective. Excellent teaching strategies are employed to meet specific needs and to promote their all-round development.as a result; children make good progress given their starting points".

Children are tracked using the early years outcomes by their key person, this is done through written observations, photographs and visual observations. And reviewed as a staff team each half term. We have an open door policy and parents have access to their child's learning journey and can speak with the child's key person whenever they like.

Colden Early Years Nursery exists to provide a friendly, safe and stimulating environment for children aged 2 to reception age for nursery hours. Colden Early Years Nursery adheres to the Early Years Foundation Stage for children under the age of 5. This allows the staff to promote sociability, respect and awareness of other people, and to give children an enjoyable and relaxing time during nursery.

We want children to feel safe, stimulated and happy in Colden Early Years Nursery and also to feel secure and comfortable with the staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the nursery.

We aim to make Colden Early Years Nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual and circumstances of children and their families.

Before a child starts to attend the Nursery, we use a variety of ways to provide his/her parents/carers with information. These include written information (including copies of our Welcome Pack and

Policies), displays about our activities, information sessions and individual meetings with parents /carers and our all about Colden booklet. We discuss with the parents about the child's likes, dislikes, what makes them or happy any behavioural triggers and how they deal with this. We would then look at positive strategies to support the child such as distraction, taking them away from the situation and getting down to their level. We would discuss languages and support parents with English as a second language and work with the parents about basic words needed.

During the half term before a child starts to attend, we provide opportunities for the child and his/her parents/carers to visit the setting. The pre-start visit is used to explain the routine. The pre-start visit also allows the child to familiarize themselves with the setting.

A member of staff can also attend the current setting where the child is currently attending. So that the child can show the member of staff their familiar surroundings and show them all the things they enjoy there. This supports the child to make the transition from one setting to Colden Early Years Nursery.

When a child starts to attend, the process of settling in is explained to his/her parents/carers and jointly a decision is made on the best way to help the child to settle into the nursery. We offer a flexible settling in system where parents/carers are encouraged to leave for short periods gradually building up into the whole session. In our experience this works well as often a child will take longer to settle in the presence of a parent/carer.

When parents/carers leave, they are asked to say goodbye to their child and explain that they will be coming back and when.

We allocate a key person to each child and his/her family before he/she starts to attend. The key person welcomes and looks after the child and his/her parental carers at the child's first visit.

The right is reserved not to accept a child into the nursery without a parent/carer if the child finds it distressing to be left. This is especially the case with very young children.

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?

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

We would also look at the child's learning and development in another system such as the Derbyshire tracker which will help narrow millstones down and break it up for the child to be able to achieve and develop to their full potential.

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

At Colden Early Years Nursery we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery. We make sure each individual needs are met first by doing individual learning and development plans then this helps to inform the whole settings planning based on the child's interests and development needs. This is why the role of the key person is so important as it allows the staff to be able to do this.

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

We would look at DCATCH funding this would allow the child's key person more time with the individual child as it would help lower the ratios as an extra person would be present to support the rest of the staff team and children.

We could liaise with the local children centres and the early intervention team for support they offer a stay and play session for parents on the Third Tuesday of every month where you can go for support and advice.

Speech and language team could be called upon for support, guidance and help.

Portage is another service we would use for support

We would use Early Years Support Teachers for support.

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

We have disabled access and a large toilet for wheelchair users. It is nice and light and bright with everything at a low level.

We would put a pictorial timetable in place to help children with speech and language to allow them to make choices. We have a song box with lots of objects for the children to choose at circle time.

We have lots of activities that can be adapted for individual needs e.g. special scissors for cutting
If a child is visual impaired then we would make sure they could sit so they can see. We have story sacs and picture cards to support language development and sequencing.

The use of sensory strategies to support the learning and development.

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?

All children have a key person and part of their role is to liaise with the parents regarding their time at nursery. It is also the key person's role to help parents develop ways in which they can support their child's learning at home. We have a parents board in the foyer explaining about the EYFS and a welcome pack and letter is given explain it when the child comes to start. We have information leaflets too that identify local groups and resources available to parents and young children in the area. This can sign post them to children's centres where they have a stay and play session with agencies to ask for advice. We would use the Derbyshire tracker which narrows down the milestones to help the individual child develop to their full potential.

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 have continuous provision to allow children to access a wide range of activities and resources and allows them to select and make choices. For some children a Pictorial time table could be used to support the choices and to develop an understanding of what is happening next.

We encourage the children to share, take turns and play group activities to develop social skills such as sound and picture lotto games, we have a song box to help children make choices at circle time, story sacs are used to give children a visual aid

Ramps, create more space, everything at a lower level to allow the children to access all areas and resources, this develops independence and choice making. The key person can take time to do small group activities or one to one if needed. We encourage good communication by reinforcing words and asking the children to make choices e.g. would you like the red car? Or would you like the blue car?... The staff have attended communication cluster training to help give them support and advice this is then cascaded down to the rest of the team.

We have a grassed outdoor area and a decked area which allows for lots of physical play. We have access to the school yard so that we can use bikes and scooters for play. We have weekly P.E sessions in the school hall to allow the children to express themselves through music and dance. We also use balls and hoops to help develop hand eye coordination.

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

We would discuss the individual needs with the parents/carers and work closely with the family and discuss strategies used at home. We would then contact other professionals to seek their support and advice. We could apply for DCATCH funding to lower ratios to support individuals. We then may need to identify training needs. An EHC plan could then be put in place to support the child if needed.

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?

Children may have Special Educational Needs either throughout or at any time during their nursery development. We ensure that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child's needs. The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or tracking or development.

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key person may be needed more at some times than at others. Families can decide what works best for them.

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Single Assessment Framework (SAF)

The SAF is a shared assessment and planning framework for the use across all children's services and all Children's services in Calderdale. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The SAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

At Colden Early Years Nursery the SENCO and support SENCO:

- manage the day-to-day operation of the policy;
- Co-ordinate the provision for and manages the responses to children's special needs;
- support and advise colleagues;

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key person to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform

the next stage of learning.

Individual Learning and Development Plans (ILDPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

At Colden Early Years Nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs. The SENCO monitors the movement of children within the Special Educational Needs AND DISABLED system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support please talk to Lisa Kennaugh or Bobby Hill.

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?.

Colden Early Years Nursery works closely with Colden Junior and Infants School to ensure the highest quality of care. We share the building, garden and toilet area with the reception class at Colden School and have our lunch in the school hall along with the rest of the school. We also have access to the schools playground. This provides your child with a link to school. This ensures that when your child is transitioning from Colden Early Years Nursery to Colden School, they are already familiar with the building, toilets, garden, yard and the other pupils. It is a less daunting experience for your child.

Children transitioning from Colden Early Years Nursery to Colden School have 2 – 3 afternoons in the classroom in June/July as a taster session. The children however are at an advantage as the environment is a familiar place and the Early Years Practitioners that they are familiar with are only next door. The teacher and teaching assistants they will have in the reception class will be familiar faces as the children see them frequently throughout the course of each day. If the child is going to another school we encourage parents to bring in pictures and names of the new teacher so we can talk about it with the child and invite their new teacher or key person to visit our setting to meet the child/ren so at circle time when we are discussing the children moving

we can discuss where they will be going and the child can then build a picture for themselves.

If the parents have not got a camera we can lend ours and print the pictures off with permission and help the child produce a book we can use at circle time.

We liaise with other settings and offer visits by our Manager prior to the child attending school or nursery to aid a smoother transition.

All records we keep are given to the parents who are asked to pass on to the reception teacher or new setting. We complete an overall report and parents can share this with the reception teacher or new

setting.

Any records relating to SEN (special education needs) will be passed directly to the receiving teacher or setting with the parent's consent.

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

A questionnaire is sent out to parents every six months asking them about the setting and provision. The parents are welcomed to discuss any concerns or praise they have for us during regular two way communications via the school books and the website is available for parents to comment and make suggestions.

In the foyer we have a suggestions and complaints wallet to allow parents/carers to use if they feel the need.

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The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents. We plan through the child's interests and the child key person supports this through observation and reflecting and evaluation of activities and the continuous provision.

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

At Colden Early Years Nursery the majority of staff are qualified to a level 3 in childcare. We have a qualified teacher and the manager has a foundation degree and BA in Childhood Studies.

Training for SEN and child protection is updated regularly and meetings are set to cascade it to the other staff members. We also seek advice and support from the local children centres, the quality support officer for the upper valley.

The communication cluster training give advice and support on speech and language this is then cascaded in meetings to the staff team and reviewed during our supervisions.

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

We have a suggestions pack in the foyer on the wall and a complaints envelope and we have daily discussions with the parents which allows them to tell us how they are feeling or what they are thinking. Each half term a topic sheet goes home and we ask for parent's comments or if they have any skills to help in the setting with an activity or trip. We have a two way communication book which we encourage parents to comment in.