

Childcare Setting Name:

CROSSLEY MILL NURSERY (Not-for profit organisation & Vegetarian)

Name & Contact Details of Person Submitting this Information:

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

As a nursery who works with the EYFS we understand the importance of offering a quality & inclusive environment for all the children attending our setting. All areas of the EYFS are offered and available for the children to choose and use both indoors and out on a daily basis, and the set ups and activities are created for age/stage appropriate learning. All children's individual interests are incorporated in these free times and all children are encouraged to use & explore all the stimulating areas provided.

All the staffing team at Crossley Mill have achieved a full qualification in childcare to a level 3 or above and carry a paediatric first aid certificate. We endeavour to cover staff child ratios within the rooms during the nursery day by following the statutory guidance of the EYFS.

Each staff member at Crossley Mill has the responsibility of being a key person to families of the nursery, their role is to build relationships with our families in order for them to initially make a smooth transition in to nursery life, as your child transitions through the nursery their key person will change.

Every child has a Learning Journey which grows with them as they move through the nursery containing an array of observations and achievements they have made through snippets of work, photos and written observations of significance. Working alongside the learning journey is the 'early years outcomes' (tracker) which is a document that has been devised to assist practitioners in recording a child's development age/stage appropriate and highlights areas where further progression is needed.

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?

We have various systems in place to support us in identifying additional needs of children attending nursery. Firstly the key person will carry out a 'base line assessment' on each of their children during their initial transition, this will be carried out around 4 weeks into their settling period and parents are asked to assist with this.

The base line assessment will be carried out in the 'early years outcomes' (tracker) which is a document that has been devised to assist practitioners in recording a child's development age/stage appropriate and highlights areas where further activities can be planned to assist a child to progress further. This is a working document to record developing skills and achievements made by the individual child, right through nursery until school.

Working with our local health service 2 year progress reports are carried out to assist with the individual child's 2 year health check with their Health visitor.

From working closely with all the documentation above and the regular observations carried out on the children, plus the strength of our relationships with our parents, we get a good all round picture of each individual child's needs and the areas that they may need additional support in.

We support all our children equally and those with additional needs are further supported by the SENCO, their key person, the child's family and outside professional support if required, working together to plan IEPs (Individual education plans) to assist the individual child personally in their development.

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

Firstly we have 2 members of the staffing team who have carried out their Basic SENCO training, and all the staffing team here at Crossley Mill are fully qualified to level 3 or above in Childcare.

All children at the nursery are allocated a key person during transition, good relationships are built "to get to know", our families well, regular meetings are held to carry out key notes, we plan accordingly for the individual child and their achievements are recorded through weekly observation, which are added to each child's individual learning journey and Early years outcome (tracker) regularly.

Our qualified staffing team are trained to 'think outside the box' when planning for all the children in our care and adapt their free play room and resources where necessary for the individual child.

The Building:

We have 2 floors within the Mill and a lift for wheelchair access to the 1st floor, on the 1st floor we also have access to a disabled toilet facility. The rooms on the ground floor are interlinked with wide fitted barn doors and the outside area has a ramp leading in to the main playground with digging/planting beds specifically measured for the children. We also have a wonderful light house den and a sensory tin music garden. The garden area is brightly coloured, welcoming and parts of it overlooking the canal waters.

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

We have and do work with a variety of outside agencies who support both the families and the staffing team here at Crossley mill, often when an outside professional is supporting one of our families, a meeting will be held to introduce ourselves in order for the support to be effective and so we can all work together both in nursery & at home.

Agencies we have built relationships with and are currently working with are:

From the, Children and Young People's Services we are currently working with a:

- Teacher of the deaf
- Early years play specialist
- Speech therapist

Portage/occupational therapist

Local Health visitor

Speech therapist

DCATCH funding can be applied for

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

We are flexible in adapting our room environments and planning depending on the individual child's need i.e. physical, social & emotional, hearing & language.

When setting up the room or planning an activity, the individual child's needs are taken into consideration and adapted where needed for that child to get the most from that activity/session as possible. Children who do need extra support in specific areas of development are planned for by the child's 'Key person', the room team and the nursery SENCO following general observations made and key note discussions. Individual Learning and Development Plans can then be planned focussing specifically on that child's areas of need, offering them supported and fun activities with achievable outcomes/goals. Our staff/child ratios and our environment enables us to future plan to take smaller groups of children in to quieter rooms to carry out activities such as games, physical activities or story discussion times.

**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?**

Crossley Mill nursery is an established nursery in Hebden Bridge. Over the years we have been slowly building up relationships with specialists from in and around Calderdale and have worked with professionals in the fields of

From the, Children and young people's services we work with a:

- Teacher of the deaf
- Early years play specialist
- Speech therapist
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Portage/occupational therapist

Local Health visitors

Speech therapist

Our main source of funding is DCATCH which can be applied for through the nursery. This funding is to support the individual child and the nursery in meeting that child's needs.

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 offer a Home from Home, child centred environment that is inclusive to all families/children who choose Crossley mill to be their nursery. We closely follow the standards set out in the EYFS, using the Early Years Outcome tracker and by focusing on the three prime areas of learning & development.

All the staffing team are fully qualified to level 3 and above and are specifically trained to work with children aged birth-5 years.

We are a team who work closely together sharing ideas to support the children in our care, the families we work with and each other.

We regularly evaluate & reflect our daily practice in order to improve and provide the best possible childcare to meet each individual child's needs taking in to consideration the children's interests, ratios, room layouts, resources, language used, group sizes and physical opportunities offered.

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

We welcome all families who have chosen Crossley Mill nursery as their nursery setting and over the years, as mentioned previously have built up sound relationships with many outside professional agencies to assist us in providing the best quality care for each individual child's needs, whether it is a multiple or complex need. We as a team are very open and flexible to further train in specific areas if needed and welcome all outside help & support that is requested for that child in order for them to settle in, enjoy their time with us and feel included.

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?

As a nursery we work under the frame work of the EYFS. Each child in our care has a learning journey which is created when they start at the nursery, this is a diary of significant achievements that have been recorded through photos, artwork and observations. Working alongside this is the Early years outcomes tracker which again is a way of assessing children's individual progression & development, this initially is started with a baseline assessment which is carried out 1 month after a child starts with us, their parents are involved in this process by attending a baseline assessment meeting to record their child's initial developed skills. Following this parents are kept involved in recording and adding vital developmental information to their child's L/J and tracker by attending parent's evenings 6 monthly and adding to their child's personal developmental assessment. The management team closely monitor children's individual progress monthly in staff supervisions & key note supervisions where areas of concern are discussed. If a child is showing significant developmental delays a meeting would be booked to discuss this with their parents. Following this the nursery SENCO, the child's key person and the child's parent (and outside support if the child is already supported) can discuss activities that can be put in to place using an ILDP to support that child in carrying out achievable goals over a period of time to encourage and develop the delayed skills. These activities and the ILDP can be shared with and carried out at home too. Each time a stage of development has been achieved a new ILDP can be planned.

**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?**

Transition Process

Firstly the Transitions Co-ordinator (TC) will communicate with the child's parent/carer regarding which school/setting they are transitioning to. With parent/carer consent The TC will then contact the child's upcoming teacher/new setting by telephone and give them information regarding the child's development and HEP plan and what other agencies, if any are involved. The TC will arrange an IEP meeting with upcoming teachers, key people, parents/carers and all other agencies working with the child to be held at the nursery. In this meeting all people involved will discuss the child's HEP plan or if they don't have one their development and progress. A decision will be made how to transition the child to the new setting. Visits will be put in place so the upcoming teacher or new carer can visit the child in our setting and visits will be made to the new setting. A Transfer Assessment Record and Characteristics of Effective Learning Summary will be completed by child's key person, read and signed by parents and sent to the new setting. Depending on the child's progress within the transition more meetings and visits will be scheduled. All working documents will also be sent to the child's new setting such as Early Years Outcomes, HEP's and IEP's.

After the child has left our setting the TC will make contact with the new setting to enquire how the child is settling in and offer any additional support that may be required.

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

We have built a very strong partnership with our parents and are open to receiving feedback of any kind on the provision that we offer. We are flexible to change so any advice offered from parents or outside agencies which will benefit the child's individual needs is welcome. We have a fully qualified team of early year's practitioners who are trained to reflect on the practice and the learning opportunities that we offer daily to give each child the best possible start. We work very closely with the EYFS and have set ourselves high standards to work towards & we aim to be the best in everything that we do.

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

We have 2 members of the staffing team who have carried out their Basic SENCO training and various relevant SEND training that has been provided through Calderdale Council. Crossley mills SENCOS have a clear understanding of their roles & responsibilities alongside the whole staffing team as these are stated clearly in our SEND policy and our SEND roles & responsibilities policy. The management team at Crossley mill nursery ensure that all the staff are offered yearly training in all areas of early years and kept updated throughout the year of changes in care techniques and legislation.

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

We welcome comments & suggestions from our parents at Crossley Mill nursery, in the entrance to the nursery you can find a comments & suggestion box that is clearly marked. We also carry out an annual questionnaire asking parents to answer openly, comment or complement our facilities/staffing team and the care we provide here at Crossley Mill nursery. As set in the EYFS standards we have a full complaints policy & procedure in place which we abide to.