

Childcare Setting Name:

Farthing Wood Nursery

Name & Contact Details of Person Submitting this Information:

Adele Carney, Emma Hand, Claire Westwood. Tel: 01422 300060

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

Keep to our ratios at all times but also offer 1:1 support if and when needed.

Bilingual staff.

Planning for individual children and close tracking and monitoring in place.

Key person system.

Policies and procedures to reflect children of all abilities.

Fully qualified staff continually updating and attending training courses.

Detailed evaluation twice a year and shared with parents/carers.

Good rapport with parents/carers.

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?

Tracking system in place.

Progress Check at age 2.

Advice and guidance from SENCO and Area SENCO.

Staff training.

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

1:1 support available.

Planning tailored to meet individual needs.

Background knowledge and practice in supporting children with SEND.

Knowledge and understanding of sign language.

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

Consider which other professionals you could seek support from.

Portage for parents to help support their child's learning and development.

Educational Psychologists

SALT

SIS

Teacher of the deaf

Vision impaired teachers

Early support is available; health services family GP, health visitors can help parents access support from the local authority.

5. How can we adapt our setting to enable children with SEND to participate?
Consider how you adapt activities to allow all children to participate. Consider how you adapt the curriculum.

Tailored planning of activities are in place so all children can be actively involved.
Advice and guidance from SIS is available to help with more specific activities.
Appropriate resources ie sensory area, height appropriate furniture, staff training ie manual handling etc

**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?**

DCATCH funding to help support where necessary ie funding for an extra member of staff to support needs on a 1:1 basis.

SIS

Educational Psychologists

SALT

Specialist teachers (ie visual impaired, deaf)

TAC meetings

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?**

Activities all children can be involved in

Educating all children about SEND and that we are all equal

Support and guidance from SALT, specialist teachers etc

Remove physical barriers (ie large open space rooms)

Stairs to access the building but staff training in lifting and carrying is available

Improvements can be made with specific training

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

Tailored training – medical if needed

1:1 support

Specific resources, furniture etc.

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?

Tracking is in place

SENCO within the setting to support and Area SENCO also available

TAC Meeting

Regular meetings with parents/carers to review progress and discuss needs/outcomes

Discuss with parents/carers and SENCO about their child's individual needs and how we have come to our findings

Liaise with Educational Psychologists, SALT etc

**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?**

Meeting with setting and all agencies involved to discuss the child's needs
Taster sessions at setting/school with parents
Pass on all relevant information
Key Person from new setting and teacher to visit in our setting to observe and monitor what the children's interests are
Tracker and Learning Journeys to be passed along with all relevant information
DCATCH funding available to help with specific needs

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

SENCO reviews all provision out into place. All provision is aided by the guidance set out in the Early Years outcomes and legal requirements from the EYFS.
All provisions are put into place with input from parents and any other agencies involved. All information given to us is shared with parents.

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

Training provided
Observing children level 1,2,3.
Guidance for Early Years – Basic
Working effectively with parents
CAF
Hearing impairments
Sensory impairments
Medication administration
Flocare Infinity Feeding Pump
Early support
Developing quality teaching and interaction
Diversity and equality
ADS Awareness

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

Manager or owners always in the setting to assist with comments, compliments, or complaints.
Comments box in nursery entrance.
Can contact Ofsted – confidential.
Parent questionnaires.
Daily feedback.
Working closely with parents.