

Childcare Setting Name:

Gingerbread House

Name & Contact Details of Person Submitting this Information:

Sally Quick

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

At Gingerbread House nursery we believe that all children are treated equally and with respect regardless of their ability, disability etc We value children's views and opinions and work in partnership with parents to ensure we are meeting individual needs to help children reach their full potential. Prior to a child starting at Gingerbread House nursery the family are asked to complete a detailed paperwork pack to ensure we have all relevant information about a child's individual needs and any other agencies that are supporting/ working with the child and their family.

To ensure we are meeting all the children's individual needs we carry out a thorough recruitment process and currently employ 6 highly qualified and skilled practitioners , whose qualifications range from level 3 - 6 and the manager holding Early Years Professional Status.

All children are allocated a Key person before a child starts nursery and they will complete a baseline assessment within 4-6 weeks of the child starting. Ongoing observations, assessments, review of children's progress and individual planning take place across the year. The Early years outcomes Sept 2014 are used to help track children so any gaps in achievement are quickly addressed and any plans needed put into place.

We have a behaviour policy in place which is available for practitioners and families to read and be guided by. However we would always consult and liaise closely with families to discuss ways forward for a child with challenging behaviour. If outside agencies are not involved the nursery SENCO would work closely with the child's, key person and family and draw up an individual action plan and review the plan regularly.

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?

For children who have a place at Gingerbread house nursery a delay in a child's learning and development would be highlighted through observations and baseline assessment or tracking review. After discussion and consent from the family we would contact relevant services to support the child.

We may make contact or make a referral to one of the following teams:

SALT- Speech and Language Therapist

Portage/Early Years Teacher- These professionals together with the nursery SENCO, key person, child will devise individual learning and development support plans and review them regularly.

Health Visitor

Further support may be required for the family through a single assessment referral (SAF) or a family support/link worker referral, with a view to a whole family approach.

Children with SEND may attend the nursery through referral from a professional as the professional may feel attending nursery will benefit the child. The SENCO or Lead Professional will organise a multi agency meeting where the child, family, nursery and other professionals involved are given opportunities to discuss any concerns and ways forward. The nursery would help and support a child through (EHC) 'Education Health and Care Plan' put into place– A 20 week plan which replaces the Statement Process- Statutory document.

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

Gingerbread House nursery provides a well resourced 0-3 unit and 3+ unit both ages have access to outdoor play area. We ensure that we have the relevant resources available to accommodate all the children's learning and development needs.

The practitioners make homemade resources to enhance and meet children's individual needs such as: Skittles with images of words to encourage speech sounds.

Homemade communication book of images/photographs of child's family, child's interests and daily routine to aid communication.

Homemade personal visual timetable to help child identify daily routine.

These activities can be done on a 1-1 basis or in small groups to support the care and needs of an individual child.

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

DCATCH funding can be applied for; this enables the setting to provide support for the child in a number of different ways, one of which is 1-1 support for a certain amount of hours of childcare Please also refer to Section 2.

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

The SENCO will arrange specific activities for a child with SEND taking into account the child's interests, age and stage of learning and development. These activities would usually take place in a quiet room, to limit background noise and other distractions and with 1-1 support. However to encourage Social interaction games and activities arranged can involve a child's peers.

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 ensure we get the service, provision and equipment that children need by making sure we have an up to date directory of outside agencies relying on their expertise and assistance they give. We reflect/review the provision and equipment that we have at our nursery to find out what is being provided and what needs replacing or buying. We either buy it if it is within our budget or fundraise for it if it's not within budget.

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?**

A baseline assessment is carried out 4- 6 weeks after a child has started nursery. This enables the key person to identify any gaps early on and then implement an action plan using the Identifying Needs and Action Sheet The key person will then plan how they are going to address a child's gaps/concerns in their learning and development.

PSED- Children have a number of visits before starting our nursery we recommend 4 visits, however this amount may exceed based on the children's needs. These visits are to support children to settle in, gain confidence and feel a sense of belonging. A key person is allocated to the child/family before the visits and they begin to build a secure and firm bond with the child/family. The Key person supports the child to separate from their main carer and provide good quality interaction and care to help the child feel secure and confident whilst at nursery.

CLL- To engage with children and develop and support their communication and language skills we use body language, puppets, pictures, visual aids, homemade resources (see section 3) For children whose home language is not English we would also take steps to provide knowledge of home language pictures, books, family members and interpreters to support and improve communication. We have a stimulating and welcoming environment with displays and language to support and reflect children's background.

PD- All children have access to the planned outdoor play area and children are provided with a range of play opportunities and equipment that help children move in a variety of ways. If needed any specialised equipment would be made available through professionals to ensure children with disabilities can fully participate in outdoor play. Children's religious and dietary needs are catered and provided for in our healthy and nutritious meals and snack menu. Waterproof all in ones are available for children to put on so they are able to play out in all weathers.

DCATCH funding is used to provide 1:1 support in the prime areas of the EYFS. Planning would be adapted and support provided to ensure all children are able to participate in activities.

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

Children with complex and multiple needs would be cared for by the key person and support, knowledge; equipment and expertise would be gained through the child's family and professionals. Appropriate training would be requested if needed for the key person so they are able to meet the child's physical, disability and medical needs and ensuring everyone safety and environment is a safe place for all to be. The SENCO would support practitioners and organise meetings and ensure that the nursery maintains high levels of quality care and education for the child and their family.

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?

Parents and children are involved in all aspects of the child's learning and development. Parents and children views, ideas and opinions are valued and listened too. Parents are informed and kept up to date about their child on drop off and pick up from nursery verbally and through their own child's communication book. Children's learning journeys are available for parents to look at any time and discuss their child's progress with their child's key person and we welcome and encourage parents and children to add to them. Regularly discussions, parent's day/evenings ensure parents have the opportunity to be involved in reviewing the support given to their child and also to share their knowledge and expertise as we know that parents know their child the best. The SENCO, Key person and parents liaise and work together on the child's IEP.

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?

The key person works closely with their children ensuring that they are 'school ready' by talking about routines, uniforms, sandwich box and tray (added to role play area) and reading stories about going to school. A transition report is completed and discussed with parents and then given to pass onto school. Arrangements are made for teachers to visit our nursery and meet the child in their familiar environment and talk to the child's key person and SENCO. We are committed to working in partnership with key agencies and professionals such as SALT, Health visitors, Portage/Early years support teachers and will sign post parents towards these if needed.

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

The quality and practise of the nursery is reflected upon and reviewed on an ongoing basis through parent/child questionnaires, suggestion box, speaking to the practitioners or manager and through the Self evaluation form. Practitioners plan a balanced adult/child led activities based on their, age, development and interests which in turn will help children to achieve children's set targets. Through individual planning and observation next steps to children's learning and development are devised, both children and parents are involved in this process. With guidance from the SENCO and other professionals involved practitioners would be able to assess and review the child's progress.

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

The practitioners attend training courses to update their knowledge and keep well informed of any amendments or new thinking to continue to support children with SEND. If a child entered nursery with any SEND or complex needs then appropriate training, guidance and support would be sought.

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

We offer an open door policy to parents and welcome and value any comments that parents may have these can be named or anonymous using questionnaires or suggestion box .Parents can also speak to their child's key person or nursery managers.
The nursery has a complaints policy and procedure in place, if a complaint is not resolved formally and parents want to take it further they can put their complaint in writing or contact Ofsted.