

Childcare Setting Name:

Hilltops Preschool

Name & Contact Details of Person Submitting this Information:

Kathryn Knight/Cath Hart hilltops@hotmail.co.uk

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

Higher than required child/staff ratios.

Well qualified and experienced staff committed to CPD and open to new ideas.

Effective system of observations and tracking for all children.

2 year progress checks done together with parents/carers.

We are committed to working together with parents/carers. We listen to, are open to and include our parents. We gather information from parents with regards to starting points. We ask parents often to comment on our practice and their child's experience.

Home visits can be made for all children. Especially recommended for 2 year olds.

Inclusion/equality policies and procedures embedded into our practice.

Well planned activities, themes and resources designed to stimulate different interests, ages, abilities and learning styles. Trips and visitors used often to enrich learning and provide memorable experiences.

Positive behaviour policies and practice in place and staff members with up to date training.

An effective Key person system.

We have effective transition policies in place. We work closely with our local primary schools and communicate with other settings if we 'share' children. If children come to us from other settings we chase up transition information if this is not sent through.

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 systems highlight delays and gaps in learning and development.

We make a variety of observations often which track children's interests, behaviours, communication and PSE development. Observations are linked to EYFS Learning Outcomes, the child's age noted and the age band they are working within noted. This therefore highlights if learning and development is delayed, or if progress is not being made and in which areas. We can then identify an individual child's needs.

We are always open to new ideas, routines and practices.

Before a child starts with us parents/carers fill in an All about me and my family sheet. This gives us a good understanding of starting points for a child and any potential concerns to be vigilant for. We also ask parents/carers about any professionals or agencies already working with a child or their family.

We have a named SENCo and a named person with a responsibility for inclusion. both experienced

and both with up to date training.

We are committed to working together with professional bodies, our community nursery nurse, other early years settings and schools and sharing information.

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

We have a large room with plenty of space on one level. Resources are accessible to all children. We have an easily accessible outdoor area with no steps. We have a quiet area.

An accessibility toilet and stair lift.

Ramp and wide doorways.

Visual timetable.

Sensory activities and resources.

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

ASD trained staff.

'Attachment' trained staff.

Staff with 2y old offer training.

Home visits.

Work with Community Nursery Nurse.

Positive behaviour trained staff.

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

Depends on needs of child and any supporting finances available

If it's possible we are open to it.

We run from a church community room so any adaptations to the building would need to be passed by the church committee.

**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?**

CAF

Referral forms

DCATCH

Portage

Specialist inclusion service

Educational Psychologist

Occupational Therapy

ASD Service

Health visitors and community nursery Nurse

TALKING TO PEOPLE

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?**

Work very closely with parents/carers, professionals working with children.

Individual learning programs. Children's needs, interests and learning styles closely observed with a view to planning activities that will stimulate and promote learning and development.

Tracking children closely to log and celebrate progress.

Accessibility toilet.

Accessible resources which children can self select.

Medical needs recorded. Parents/carers spoken with often.

All children included in all activities. Children allowed to make their own choices whilst having boundaries and routines. Staff are consistent in upholding these boundaries and routines so that children become aware of them.

Activities that support and promote PSE, C&L and PH Dev are planned for. Through well thought out planning all children are able to access planned activity at the child's own level.

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

We would always work very closely with the professionals and services working with the child/family adapting routines, procedures and practice whenever possible.

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/carers invited in often to discuss concerns, plans of action, progress made. Parents advised as to how they can support and help us at home.

Parents we see are spoken to on every visit. Parents we don't see are communicated with via email and they know that they can contact us at any time.

Open days are held to share learning journeys and tracking.

Learning Journeys are always accessible to children and Parents. These go home to enjoy and comment on at least once a term.

2 year progress checks done together with parent/carer.

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?

Visits to schools and settings.

Reception teachers visit our setting.

Transition reports sent to schools and settings.

Trackers sent on to schools or settings.

We seek transition information if this is not sent on to us.

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

We ask often for parents/ carers to comment on all areas of our practice. We are very open to ideas, comments and suggestions. We have a comments and suggestions book, feedback slips and questionnaires are sent out. slips are available in Learning Journeys. We talk often to our parents/carers.

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

Staff are committed to CPD in all areas of practice. We have a committed SENCo who regularly attends training and events.

We invite professionals and the community Nursery nurse into our setting. We ask for help and advice.

We keep up to date with changes in legislation.

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

Please see above on ways parents/carers can communicate with us.
We have a complaints procedure in place and this is displayed on our parent board.
Ofsted.