

Childcare Setting Name:

Hopscotch Corner Out of School Club

Name & Contact Details of Person Submitting this Information:

Helen Horner

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

As a wraparound care provider we work closely with our connected school and pre-school. We plan a section of our activities and planning around the school and pre-school's curriculum and forward planning, going over and above EYFS guidance for a wraparound care provider. We also offer children a safe and secure newly built premises/setting at the local Methodist Church offering a wide range of toys and activities incorporating a variety of themes to ensure inclusion. Staff are highly trained and are long standing offering a high level of care.

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?

Again working closely with school/pre-school for those children who are new to us. The majority of our children follow on from our connected nursery/childminding setting, which means that we have known the children we care for and their families for some time. Staff are continually training and updating themselves and we welcome and encourage third party support where necessary.

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

We have experience of providing care for a child with additional needs. In this regard, we work closely with the teacher and teaching assistant in terms of what is happening at school, preparing for the future and working to help the child settle in to the setting. We meet regularly with the agencies involved with the child and encourage them to visit the child in the setting.

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

Again, we would follow/support the school/pre-school in terms of what the child would or does require whilst in our setting.

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

As a wraparound care provider the majority of our activities/planned crafts are aimed at all age groups with assistance from staff where required. Where necessary, we would adapt activities as required to ensure all individuals had the same opportunities.

**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?**

Should the school/preschool recommend continued support when a child is attending our setting we would be happy to arrange this. We would meet with school and parent beforehand to ensure we could offer the necessary wraparound care.

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?**

Again, we would take advice from the professionals involved, whether that would be their teacher, assistant, health visitor, speech therapist etc as to what the child would need within the limits and time restraints of our wraparound core service. Training would be continually updated in all areas and cascaded to all staff to keep them updated.

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

Working closely with parents, teachers and health professionals involved with the child. Specialised training for specific conditions would be helpful where offered and our staff would be happy to attend.

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 wraparound provider we aim to simply support what the child's main educator has in place and continue to do this in our setting. We attend regular meetings with the school and parents to ensure we are all consistently reviewing how the child is doing in general; not just in our setting. Our main priority whilst in our care is that the child is happy, safe and secure and is included in all areas and aspects of what our care provides.

**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?**

Where a child is leaving our nursery (Hopscotch Childminding) and moving into school, we would meet with the teacher and any other professionals involved in the child's care. We would/do always invite the teacher into our setting prior to the child starting school to assist transition and settling in. We would also attend schools' open evenings and transition evenings to support parents. All our files, learning journeys etc would be made available as well.

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

We have a very close relationship with the majority of our parents and have always promoted working in partnership. We consistently provide parents with monthly newsletters to update parents and often issue questionnaires to request parents' feedback. We also work closely with our childminding setting to work towards Step 2 and 3 of the Steps to Quality LA Quality Assurance Scheme, looking for ways to improve our setting.

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

Between our two settings we attend a high level of training courses with a wide variety of topics. We are very fortunate to have long standing members of staff which means between us we cascade our training through the whole staff team, ensuring we have a wealth of experience and knowledge to offer.

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

We would hope that a parent would be able to approach us and discuss their concern. We have clear and concise policies and procedures, which all parents receive when attending our setting offering parents guidance and procedures for making complaints. Comments and compliments are usually fed back to us in our questionnaires/surveys.