Childcare Setting Name:

Hopscotch Tuel Lane Ltd

Name & Contact Details of Person Submitting this Information:
Sue Whitley on 01422 316227 htll@ymail.com (work)

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

Hopscotch ensures all children reach their potential by:

- Providing a broad and balanced curriculum within our planning using the EYFS/EYO as our framework, half termly staff meetings are used to include all staff in the planning process this ensures our play based provision works well.
- Key workers and management use each individual child's next steps to aid planning and differentiate appropriately. We have just invested in a software package for our learning journeys; this collates the observations/assessments helping us to monitor our EYO tracking.
- All staff do a baseline assessment on each child early in the half term they start, we then offer quarterly reviews and 2yr old progress check. We share these with parents and ask for parental contributions. Our termly staff supervision also includes moderating key worker group children, this helps to ensure that tracking is done well, individual children's needs are discussed in detail enabling us to get a clear picture of a child's progress and to work for children's different learning styles and interests
- Should a child enter playgroup with EHC plan we again would work with parents and lead professionals for the best outcomes for a child. Sometimes we instigate pupil support plans if we think a child would benefit from this, we work in partnership with parents and have regular meetings to assess progress..
- Hopscotch has a staff team of 7 practitioners, 1 business manager, 1 domestic and admin we have a named SENCO, Child Protection person and a Behaviour person all are within the management team. We are an experienced and long standing team. Hopscotch works within the guidelines of the EYFS framework as regards staff ratios often over this depending on the peer group and extra staff for 1-1 .
- We have a positive approach to supporting behaviour management our aim is to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. To achieve this aim we have a policy/procedure for our guidance, staff training, work in partnership with parents and agencies/professionals such as HV, LA advisor should the need arise
- Hopscotch has had one or two children with EAL in the past; we worked well with each of the families and know that working in partnership with parents is very important especially learning helpful home language to welcome a child into our setting. We know that help for practitioners and families is available through LA children's centres and would be welcomed by us should the need arise. Assessment for EAL children is no different, communication skills can be assessed using their home language and matched to the EYO tracker
- Hopscotch has a selection of policies and procedures to work from to ensure we work under current guidance and legislation Parents are welcome to obtain copies.

Our recent Ofsted said " The quality of teaching is good because practitioners are fully aware of how children learn"

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?
Through observation and a robust tracking process, we use EYO as a tracker this has age bands so is clear as a guide. Key workers can assess if a child is not making progress at an expected level/within expected developmental milestones. This will be discussed with senior management the staff meeting may decide an in house support plan would be of help. At this point a meeting/discussion would be sought with parents so that a graduated approach can be set in motion with asses, plan, do and review. This enables the Senco/key worker to collate the information, share with parents and working together decide if further action should be taken such as HV or outside agencies should be involved. We would also approach our LA advisor. We are committed to joint working with external agencies linked to children's individual needs. As a setting we encourage staff to further professional development, to cascade the information to our staff team to enhance our working practice. We use the ECAT (every child a talker) tools for the benefit of communication and language skills. SEAD (social emotional aspects of development) tools are also put to good use. Our team has also had training from the ASD team (autistic spectrum disorder). Ofsted said "practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/ or disabilities receive support which is specific to the way they learn. This sensitive support from the practitioners and external agencies enables children to feel secure in the pre-school and make good progress relative to their starting points".

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?
Hopscotch is housed in the community room at Tuel Lane Infant School, our setting has a large play room and we take up to 16 children per session. We have an easy accessible children's bathroom and an adult disabled toilet that also houses our changing area. A small serviceable kitchen to serve healthy snacks from with a LA 4 star rating. We have a small (Tardis like, packed with differing activities) elongated outdoor area with a hard textured slightly uneven surface. We have on street parking and wheel chair/pram access. Our accessibility plan is available to view. Hopscotch tries to ensure that our physical environment is as far as possible suitable for children with SEN/disabilities within the constraints of an old building. Hopscotch has a settling in policy and procedure we have comprehensive documentation that enables us to work closely with parents to ensure all children's needs are met at enrolment into our setting. Our setting has previous experience of children with communication difficulties, ASD, cerebral palsy, global development delay, hearing impairment, allergies, asthma, severe eczema and behavioural difficulties. Staffs are well trained with certain types of SEND; one of our staff has training in British sign language and Makaton. We have worked in partnership with Health visitors, portage, speech and language, occupational therapists and specialist teachers to identify and implement strategies. "Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging". (National children's forum)

4. What additional support is available for children with SEND and how do they access it? What other help can we get?
We have worked in partnership with Health visitors, portage, speech and language, occupational therapists and specialist teachers to identify and implement strategies. We worked particularly well with the ASD team and all staff took training to ensure we met and understood that child's needs. As a setting we are committed to meeting all our children's needs and would seek suitable training to meet this requirement. Hopscotch would seek out support from agencies and our local authority so that children's SEN and medical needs are supported and their individual needs are met. We would sign post them to the LA local offer and help that is available to the family. In the past we have obtained funding to help meet individual children's needs, currently we have no children on roll in need for funding but should this arise we would apply for DCATCH funding.

5. How can we adapt our setting to enable children with SEND to participate?
Hopscotch differentiates activities ensuring all children have access to the EYFS curriculum; our planning includes activities to support children's individual needs, interests, and next steps. Our indoor environment supports this and is flexible, we make use of a wide variety of resources and would seek out specialist equipment should the need arise. We promote equality of opportunity and make reasonable adjustments to ensure children with SEN/D are not disadvantaged; however our outside area does not always lend itself to the use of specialist chairs. Hopscotch has our own 1-1 practitioner who has extensive experience in working with children with differing SEND needs; she uses a wide range of communication techniques and is familiar with a range of specialist equipment and works alongside key workers, parents, management, SENCO and agencies to implement interventions needed for a child to participate fully in Pre-school life.

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?
Our setting has previous experience of children with communication difficulties, ASD, cerebral palsy, global development delay, hearing impairment, allergies, asthma, severe eczema and behavioural difficulties. We have worked in partnership with Health visitors, portage, speech and language, occupational therapists and specialist teachers to identify and implement strategies. As a setting we have worked closely with our LA Quality Improvement and Support Team and would with parental permission approach them for advice on inclusion for individual children and applying for DCATCH. We also know that our Children's Centres have a range of help available to us, such as help with families with EAL. They also offer a range of services that we can sign post our families to.

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?**

Staff training has an important part to play in ensuring we as a setting improve our practice and gain the necessary insight to support our children with SEND. We have looked at specific programmes to enable us to meet specific needs of all our children and improve different areas of our practice, and targeted training to meet an individual child's needs. This has served us well and would be the route we would take again.

PSED in very young children is hard to judge by the very nature of their age terrible twos comes to mind, however our assessment process is age and stage related and over time we can see if there are any issues. We use the SEAD materials as guidance for planning interventions, we use our behavioural management policy and our SEND policy as guidance should we wish to introduce a support plan and share this with parents and any agencies. Recently we have worked in partnership with families and Health visitors this has had good outcomes.

Communication and language again our children are very young we use our assessment process that is age stage related .We use the ECAT tools which has a specific overview of where a child should be within the guidelines this enables us to look at any issues and plan next steps . ECAT also has excellent guidance to enable us to help children with communication difficulties. We would again share support plans with parents and refer to the speech and language team with parental approval. As a setting we have worked in this area before and have used a variety of strategies to support communication issues.

Physical development assessment is again wide ranging and would be approached in the same way should there be an issue we would approach our LA advisor and seek advice to refer to the correct agencies.

. We have in the past worked with occupational therapists to get the best outcomes for children; we have also used 1-1 support to enable children to be able to access all areas of the curriculum and have acquired specific equipment to help a child participate. As a setting we use a lot of motor based activities and planning to develop large muscle movement and fine motor/pre writing skills plus its great fun. Currently we are working with school on exercises to encourage pre writing skills before the children start school.

Hopscotch has attended cross agency meetings for the benefit of individual children ,

Ofsted said

"Children with special educational needs and /or disabilities are supported well through timely interventions and support from external agencies. Consequently, the gap in children's achievement is narrowing."

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

We endeavour to provide an environment where all children, including those with SEN/D are supported in reaching their full potential, and that our physical environment is as far as possible suitable for children with disabilities.. As a setting we have not worked with many children with multiple complex needs those we have worked with we have had training to meet those needs. We have a commitment to work with parents and agencies for the best possible outcomes for a child.

Each child's needs are different and from experience there are some areas we would struggle to meet within the constraints of a small setting in an old building. We have only a small kitchen and a changing area in the adult disabled toilet to administer medication in private (other than oral) this would not always be a suitable place. Our outside area is not always suited to special chairs because it is slightly uneven. These could be a barrier to fully accessing our setting and would have to be fully risk assessed.

Hopscotch works closely with parents when their child joins our setting, should a child enrol with us already on an EHC plan we would endeavour to make a smooth transition to pre-school. We would seek parental permission to appropriate the relevant information needed from the lead professional to ensure plans are in place before their child starts pre-school.

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?
Hopscotch reviews all our children's next steps/progress each half term and asks parents to contribute to this. We also have in house support plans in place for children that may need specific targets to enable them to make the relevant progress these are reviewed with parents in a separate agreed timetabled meeting with key workers, Senco, 1-1 support worker or any agencies involved. This enables us to make realistic targets. Where possible we include the child's voice/input. Ofsted said "practitioners work hard to support children's personal, social and emotional development. They build children's self-esteem and confidence because they value what children enjoy doing and the achievements they make. For example, practitioners display children's photographs on the walls with comments from the children about their favourite activities." This is an effective way of how to record a small child's input.

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?
We have a successful transition process we send invitations to schools to come and visit this is usually taken up. Should a child have SEND needs with parental permission we will contact the SENCO so that we could make a comprehensive plan to help with a successful staged transition inclusive of visits to the new setting. Again with permission we will share support plan documentation and learning journeys to enable the new setting a true picture of the child's characteristics, learning styles and progression. Hopscotch would be able to sign post parents to some of the local activities/ experiences available to families such as Calderdale Parents and Carers group, Rainbow Tots,www.ipsea.org.uk, Children Centre Information such as speech and language drop ins, family workers, and home start. C.C. can sign post what is available within the local area within their centres. We would also share websites such as Calderdale Local Offer. We would also approach our quality and development worker for further information.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?
Hopscotch uses as a framework : • Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 implementation 1st September 2014) • Equality act 2010 • EYFS Framework We follow our policies and procedures which include: • Equality and diversity policy • SEND policy and procedure • Behaviour management policy and procedure • Care, learning and play policy • Curriculum policy • Information sharing • Confidentiality • Gifted and talented policy and procedure • Health and Safety • Medications and medical conditions procedure • Parental involvement

- Transitions
- Personal care
- Compliments and complaints procedure

All these areas are reviewed annually or if there is significant legislation/framework changes all staff are included within this practice. As a setting we do half termly supervision and staff meetings to keep abreast of any changes for our practice, we annually review our in house audit of our setting. We have successfully acquired our LA quality assurance and have had a recent Ofsted that gave us a rating of GOOD.

Parents are encouraged to participate with feedback in a variety of ways :

- Newsletters
- Verbal face to face with staff
- WOW moments about their child
- Written feedback on their child's records
- Meetings with staff
- 2 stars and a wish feedback
- Annual questionnaire
- Our Facebook page
- Home learning sheets

We have used home/ pre-school diaries especially useful with behaviour problems ensure team working with parents and produces good results.

Ofsted said "practitioners understand their role in ensuring that every child's learning and care are tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing information about their interests. They feel welcome in the pre-school and know who their key person is. Key persons discuss with parents their child's progress, and summaries of children's achievements are sent home twice a year. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting child's needs."

12. How do we ensure that we have the expertise needed to support children with SEND?
Consider training you have attended and how you address any new leaning and development needs.

Our setting has previous experience of children with communication difficulties, ASD, cerebral palsy, global development delay, hearing impairment, allergies, asthma, severe eczema and behavioural difficulties

We have worked in partnership with Health visitors, portage, speech and language, occupational therapists and specialist teachers to identify and implement strategies. We worked particularly well with the ASD team and all staff took training to ensure we met and understood that child's needs. As a setting we are committed to meeting all our children's needs and would seek suitable training to meet this requirement.

We are currently reviewing updating our SEN/D/ SENCO training.

Staff training has an important part to play in ensuring we as a setting improve our practice and gain the necessary insight to support our children with SEND. We have looked at specific programmes to enable us to meet specific needs of all our children and improve different areas of our practice, and targeted training to meet an individual child's needs. We would look at this way of training again.

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

Hopscotch has a policy and procedure to follow and it is available for parents. We are a small friendly setting and hope we are approachable, most parents have a small word or too each session any problems that arise are generally dealt with then and agreed action is taken.

We do have a more formal procedure which we would operate if the need should arise; this would include contacting our quality and improvement support team. Hopscotch would give a policy to parents and work from there. Our parent notice board has this information on display along with Ofsted contact numbers. The local parent partnership could also help and advise parents should they wish.