

**Childcare Setting Name:** Jubilee Children's Centre Nursery

**Name & Contact Details of Person Submitting this Information:**

Lorna Millington Tel: 01422 342552

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

We have a comprehensive consultation with families prior to the children starting nursery and a detailed paperwork pack is completed to ensure we have information about the child's individual needs and other agencies involved.

All children are allocated a key worker

All staff member complete a baseline assessment for all children within 4-6 weeks of starting their nursery place and ongoing observations, assessments, review of children's progress and planning takes place across the year. Further tracking processes take place across the year depending on when the child started nursery, which ensures that any gaps in achievement are identified and addressed.

For example, a child who starts nursery in September will be tracked as follows:-

- Baseline – October
- 1<sup>st</sup> Tracking review – January
- 2<sup>nd</sup> Tracking review- March
- 3<sup>rd</sup> Tracking review – June

The EYFS outcomes Sept 2014 are used for this. For children with SEND we use the Derbyshire tracker, which demonstrates outcomes in smaller steps and is linked to the EYFS outcomes.

Every child is considered for a nursery place regardless of SEN and or disability. The Centre has been designed to be inclusive and offers full wheelchair access, with the nursery on one level with free flow access to outdoor play.

The nursery has access to interpreters to support the families and staff for children who speak Polish and Czech.

The staff team does consist of practitioners who are able to support families who speak Punjabi and Urdu. Where necessary, a larger settling in process is organised to support some of our EAL children.

The nursery/centre is able to embrace a variety of cultural celebrations across the year, sometimes relying on the families to facilitate how we do this, such as Chinese New Year where the families support and translate for each other.

The nursery has a behaviour policy in place which is available for staff and families to read and be guided by. However, for any child with challenging behaviour we would always consult and liaise closely with the families to discuss ways forward. For some children, where outside agencies are not involved the nursery SENCO would support a nursery Individual Action Plan. The SENCO would then work closely with the key worker and the family to 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?**

Professionals can contact the nursery to enquire about availability for a child with SENCO especially under the age of two. Sometimes they are referred through the two-year old offer where a professional is already involved and feels the child would benefit from joining the nursery. For these children the SENCO or the lead professional will organise a multi-agency meeting where the family, other professionals and the nursery are all given opportunities to discuss concerns and ways forward. For children who join the nursery; for example a child who accepts a fee-paying place, we would rely on the baseline assessment to highlight any delay in their development. After discussion and consent from the family we would contact relevant services to support the child. We may make contact, or make referral to the following teams:-

- SALT – Speech and Language Therapy
- Portage/Early Years Teacher
- Health Visitor
- ASD Team
- CDU – Child Development
- Disabled Children’s Team

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.

- Relevant health care plans, risk assessments and medication forms.
- Fire evacuation plans are put in place where necessary.

We would help and support the child with additional needs through the relevant plans put in place, such as:-

- An ‘Additional Needs Support Plan’ – Non statutory document (gathering all of the relevant information to support an EHC plan).
- EHC ‘Education Health and Care Plan’ – A 20 week process which replaces the statement process – Statutory document.

In the nursery professional teams such as The Early Years Support teachers and Portage Team would support the SENCO and key workers by putting in place ‘Individual Learning and Development Support Plans’. These plans are reviewed regularly and provide important information on their progress to feed in to the EYFS/Derbyshire outcomes.

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

Jubilee Nursery provides a well resourced 0-2 room and a separate 2-5 room. Both age ranges are able to enjoy a spacious outdoor area.

All children benefit from provision which accommodates all the children’s learning and developmental needs, Provision specifically provided with children with an additional need could be:-

- A well resourced sensory room
- A variety of musical/sound instruments
- A listening Centre – with 6 sets of headphones – all separate MP3 players of the highest quality
- Wheelchair/walking frame access.
- Makaton – Signing resources
- Visual timetables

We are also able to accommodate specific pieces of equipment provided by a service such as a walking frame, wheel chair or special pushchair where necessary.

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

DCATCH - please also refer to section 2.

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

We use different environments to support children’s needs. Small groups visit the sensory room. One to one sessions in a quiet place are encouragers for some children.

Small group ‘Let’s Talk’ sessions happen to encourage some children’s speech and language development for children over the age of 3. Small group circle time groups are encouraged to build the confidence of children with EAL.

Key workers plan individual learning targets for their key children, differentiating for age and ability.

The medium-term plan displays topics suitable for all children to become involved with celebrating what they can do, through observation and photographs in their learning journal.

**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?**

An up to date directory of all the different services is very useful, and is something which we have built up over time working with all of the professionals, relying on their expertise.  
When considering budget requirement it is important to look at what provision is provided, and what may need replacing, such as big cushions.

**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?**

All children have a baseline assessment carried out within 4-6 weeks of attending nursery and any gaps in attainment/achievement are identified early on and staff can implement an action plan of how they are going to address their gaps/concerns regarding development.

PSED- when parents initially come to visit the nursery and complete paperwork packs, children have a series of settling in visits, with a minimum of 3 sessions , which are exceeded based on the needs of children, to support children to settle well and gain confidence and a sense of belonging. A key worker is allocated before the settling in visits are completed to create a secure bond with an adult and help children Separate from main carer with support and encouragement from a familiar adult. Good quality interaction and well organised routines also support children to become secure and confident at nursery.

CLL- a range of communication is used to engage with children and develop communication and language skills- we have interpreters from the Eastern European communities and staff who speak one or more of the community languages. Puppets, pictures, visual aids and gestures, including body language is used to support and improve communication. For children whose home language is not English we also take steps to provide opportunities for children to develop and use their home language in play and learning and are supported by staff who speak their first language. A stimulating and welcoming environment with displays and language reflects the children's backgrounds and language.

PD- all children have free flow access to a well thought out and planned outdoor area, where children can access a range of surfaces, and play opportunities and equipment to help them move in a variety of ways. Special frames and equipment is made available through professionals to ensure that children with disabilities can also fully participate in outdoor play. All children are provided with a range of healthy and nutritious meals and snacks, which take into account religious and dietary needs, preferences and parental wishes. Good hygiene routines means that children learn to understand the importance of personal hygiene. Protective clothing is provided for children and staff so that children access the outdoor play area in all weathers.

DCATCH staff are employed to enable key workers to work with children with SEND on a 1:1 basis and support in the prime areas of the EYFS. Planning ensures that all children are able to participate in activities and these are adapted and support provided to ensure children with SEND are not excluded.

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

Children with multiple and complex needs are supported by using a range of expertise and knowledgeable professionals who support the key person and where appropriate provide training for medical needs, physical and disabilities and also provide specialist equipment to ensure that children are safe and can meet the individual needs of children, whilst providing an inclusive environment.

Prior to taking children in nursery once they have settling in we ensure that we have relevant policies, procedures and risk assessments in place to ensure that we are able to meet the child's individual

needs and promote their health, safety and welfare.

A designated SENCO who has EYP status and an extensive range of experience and knowledge is part of the senior management team and is used strategically to support the quality of teaching and learning and evaluates the quality of support provided, contributing to the improvement of the setting. The SENCO supports staff to ensure that the nursery consistently maintains high levels and quality of care and education.

**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 are involved in all aspects of their child's learning and development and invited to attend any meetings concerning their child. They are kept up-to-date about their child's progress through daily verbal communication, using the key worker system. Children's learning journey's are readily available and parents can discuss their child's progress with their key worker at any time. Regular progress reviews, tracking systems and parents evenings ensure that parents have an opportunity to be involved in reviewing the support given to their child and the sharing of expertise and knowledge about the child's progress.

The key worker liaises with parents and the SENCO at meetings and both the key worker and SENCO work with IEPs and feedback to parents.

**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 nursery is committed to working in partnership with other professionals and key agencies, we currently work in partnerships with:

SALT

Physiotherapist

EY support Teachers

Health visitors and other professionals

Where appropriate parents are sign posted to other agencies, professionals or groups, through leaflets.

Parents' evenings are held 3 times a year and parents and professionals are invited. One of these is held in June/July and incorporates children who are moving to school, Key workers for individual children complete a detailed E profile report, which is shared with parents and school staff, who are also invited to the transition evening. A copy of the report is sent to the receiving school to ensure a smooth transition.

Staff work closely with children and ensure that they are 'school ready' by talking about routines, uniforms and stories about going to school. Practitioners focus strongly on the prime areas for successful learning initially and to develop the key skills and capabilities needed for school readiness. The balance then shifts for a more equal focus on all areas of learning as children grow in confidence and ability within the prime areas. Parents are fully aware and kept informed about their child's progress and how they can support children's learning at home, through tailored advice and guidance.

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

All parents are involved in the key decision making of all aspects of the nursery. They are able to provide comments through the suggestions box or speak to staff, deputy or centre manager.

The quality of practice is reflected on an ongoing basis, through parental questionnaires and the nursery Self Evaluation and Nursery Action plan, which highlights specific, realistic, measurable, and achievable targets and the impact of these targets on outcomes for children and the provision. Parents are fully involved in reviewing their child's progress and the next steps for their learning and development. Staff set clear progress targets for children and then plan a balanced range of adult- child initiated activities based on their age, capabilities and interests and how these activities and resources are going to help children reach those targets.

Key staff constantly assess the progress of each child and use assessments, planning observation and review to achieve this, with the guidance of the SENCO and other professionals.

The Frameworks used are the SEND reforms  
EYFS welfare requirements and EY outcomes

Parental feedback is gained through daily discussions, multi- agency meetings and written questionnaires.

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

The nursery is committed to continual improvement and staff regularly attend training in their own time, to ensure that they are kept up-to-date and well informed about new thinking and developments

Staff have attended Epilepsy training and a training day was organised to ensure all staff have knowledge of Epilepsy and how to deal with seizures. As we have a child who suffers from severe epilepsy, alongside a detailed health plan and procedures and risk assessments, this means that staff are effective and well prepared to care for this child.

Key professionals also come in to nursery and spend focused time with children with complex needs/disabilities and support staff with activities they can complete when the professional is not there. Staff have also attended the new SEND reform training and the Code of Practice, this is cascaded to the rest of the staff team.

A designated SENCO who has EYP status and an extensive range of experience and knowledge is part of the senior management team and is used strategically to support the quality of teaching and learning and evaluates the quality of support provided, contributing to the improvement of the setting. The SENCO supports staff to ensure that the nursery consistently maintains high levels and quality of care and education.

Future training includes: Epi pen training, further DCATCH and SEND training. If a child entered nursery with any SEND or complex needs then appropriate training, guidance and support would be sought. We have a lead practitioner – supporting communication matters training and the designated SENCO/senior practitioner takes the lead on communication commitment Training.

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

We work in partnership with parents to build an open and mutually respectful and trusting relationship and welcome and value any comments the parents may have. A suggestion and comments box is located in the nursery entrance. Parents can also speak to their child's key person and or speak to the Deputy nursery manager or the Centre delivery manager.

The nursery has a complaints policy and procedure in place and all parents are given a copy of this as part of the welcome booklet and induction process.

If a complaint is not resolved formally and parents wish to follow a formal process they can put the complaint in writing or contact Ofsted.