

**Childcare Setting Name:**

**New Road Children's Centre Nursery**

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

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

We strive in making sure all children reach their full potential by following the Early Years Foundation Stage Statutory Requirements.

All children are encouraged to learn through play and we provide stimulating and interesting activities that inspire children to participate.

Our provision areas cover the seven areas of learning as set out in the EYFS.

These areas are enhanced to follow children's interests. If a child is interested in something they are more likely to participate and learn, therefore individual learning and development needs around the 7 areas of learning are taken into consideration and planned for through child observations and assessment.

Each child who attends the nursery is assigned a key person who monitors their key children's progress and acts on any concerns.

Individual children are discussed in staff supervision and team meetings so all staff are aware of any development or welfare need.

Children are base lined when they start the nursery so we know what stage they are with regards to their development.

We also liaise with other relevant professionals who have been involved with the child such as Health Visitors as this helps us gain valuable background information.

We have robust policies and procedures in place which are reviewed regularly.

We follow our SEN and Inclusion policy which we review regularly to ensure we are up to date with current practices and legislation and also ensure we are giving the best possible care and education to every child who attends our setting.

Our senior EYP's are our named Senco's who support the nursery of the team, liaise with likeminded professionals, attend relevant meetings and oversee IEP's etc.

To support children with EAL we work closely the child's parents as much as possible.

We involve translators and staff from other Centres who speak the same language.

We have stay and play sessions involving the parents, display words in their own language alongside English around the nursery and have a robust key person system. We also liaise with the child's H.V and any other professionals involved with the family.

For children who display challenging behaviour we observe the child on a number of occasions in different areas of provision.

We take into account the child's background information and liaise daily with parents/carers to gain information about any home changes or learning and development need that could be affecting the child's behaviour.

We work closely with the parents/carers to ensure consistency at both at nursery and at home.

We discuss possible behaviour strategies in team meetings and put together a behaviour management plan, the parents/carers are asked to read and sign if they agree with the plan and this is also followed at home.

We review child behaviour management plans at team meetings and regularly discuss the child's progress around behaviour with parents.

If we were not making any progress with the child's behaviour and felt we needed additional support we would take advice from our allocated Early Years Development Officer and may involve other relevant professionals.

**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?**

We follow our SEN and Inclusion policy which we review regularly to ensure we are up to date with current practices and legislation and also ensure we are giving the best possible care and education to every child who attends our setting.

Our senior EYP's are our named Sencos who support the nursery of the team, liaise with relevant professionals, attend relevant meetings and oversee IEP's etc.

We observe children and plan for their development needs around the EYFS and the seven areas of learning.

We use a tracking system that identifies any development need.

If a child was not meeting their development goals in any of the 7 areas of learning we would discuss with the Sencos and the rest of the team in team meetings and act accordingly to support the child.

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

We provide sensory resources and child level tables, small chairs, sand and water trays and also have easy access for wheelchairs, prams etc.

All staff are trained up to a level 3 qualification and are experienced and qualified in either meeting children's additional needs or know where to go for help should they need it. Any training need is identified and staff go on regular training to update their knowledge and skills.

We work closely with relevant professionals who are welcomed into our setting should they need to observe a child with additional needs or when they need to do an activity with them or speak to the parent/carers.

If the child's additional needs meet the DCATCH criteria the child may be assigned a one to one worker funded through the DCATCH grant.

Or/and the grant may be used by the setting to purchase resources that may help us to meet the child's additional needs.

An Individual Education Plan may be put in place to ensure all professionals involved are working together towards the same goals that will support the child and ensure additional needs are met.

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

We may request the support of speech and language /occupational health/physiotherapists/Educational Psychologists/Portage/Early Years Support/Health Visitors and Educational Psychologists

We may also ask for advice from our designated Child development officer who also signposts us to professionals when necessary.

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

We occasionally borrow equipment from Occupational Health such as specially adapted chairs/walking aids which enable children with additional needs to participate in all curriculum activities.  
We also borrow resources from the Childcare Development Team such as specific books/puppets etc.  
Our observations identify children with additional needs and our planning incorporates enhancements to ensure all children's participation across the curriculum.  
We also invite the parents/carers of children with EAL into the setting to help us support their child in participation through use of their first language.

**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 liaise with a number of professionals to help us support children with SEND.  
If our observations identify activities are not being accessed by all the children in the setting we would look at ways of ensuring inclusion and speak with other professionals for support and signposting to other professionals/services that may be able to help us. We would also speak to the child's parents and previous settings and services the child has previously attended.

**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?**

To support the PSED, Language and Communication and Physical development of children with SEND we would initially do a baseline assessment to find out exactly where the child is in the EYFS development bands.  
We would liaise with other professionals either already involved or who we feel may be able to help us support the child such as Health Visitors or speech and language..  
Regular observations and tracking of the child.  
Involve the parents/carers as much as possible and have regular discussions with them about their child's progress.  
The child may be assigned a one to one worker.  
The children will be discussed at regular team meetings and staff supervisions.  
The hire or purchasing of relevant equipment and resources.  
Parent and professional feedback helps us improve our practices.  
Staff may be sent on specific training.  
The child may have an Individual Education Plan.

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

The same as in question 7.  
We may involve more Health professionals for a child with multiple and complex needs, these may include the family G.P or hospital consultant. We would also liaise with the Child Development Unit based in our local hospital  
Staff may need specialist training in order to support these children and a one to one worker would be assigned who would also attend specialist training.  
Due to multiple and complex needs the child may have a Health Care Plan for staff to follow in an emergency.

**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?**

We access and review progress towards agreed outcomes through observation and assessment and share these with parents/carers on a regular basis so they can follow any strategies at home.

Parent's carers are also informed of their child's development through daily sheets, parent carer meetings and the sharing of the child's Learning Journey.

We liaise with other professionals for support and parents/carers are involved in this process.

**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 liaise closely with the setting/school the child may be moving on to.

We invite the future carer/teacher into our setting to observe the child and talk to the child's key person and parents/carer.

We pass on to them any development information such as tracking and Learning Journeys and share background information and contacts of other professionals involved.

They are also invited to any professional meetings taking place prior to the child's transition.

We use information gained from other professionals and other parents with children with SEND to access activities and experiences beyond those we offer in the setting.

We also use our own knowledge of the activities taking place in our local Children's Centre's and local Child Development Unit.

We also have access to the local Family Information Services newsletter and have leaflets on holiday activities.

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

We assess the effectiveness of our special needs provision by asking parents/carers to fill out comment slips and questionnaires; we also ensure we have daily conversations with parents/carers, we also get feedback from professionals our setting has been involved with.

We discuss our Ofsted SEF at team meetings and therefore are always reflecting on our practice and striving to improve through a nursery action plan.

We also ensure we are following the EYFS framework, our policies and procedures, Ofsted requirements, the SEND code of practice, DCATCH Audits and our nursery action plan.

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

We ensure that all staff involved with the child are aware of any background information and what the child's additional needs are before the child starts at our setting.

Identified training is discussed in 6 weekly supervisions.

Staff are expected to attend regular relevant training if there is a particular need for a child and staff have not got any experience in that area.

We would take advice from other professionals involved as to what training was appropriate to enable us to support individual children.

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

We have a clear compliments and complaints policy.

Our policies and procedures and comments book are available to parents/carers in our nursery entrance.

We have parent/carer comment slips which are displayed throughout the setting and parents are encouraged to use them both verbally and through our nursery newsletters.

Regular questionnaires go out to our parents/carers.