Childcare Setting Name:
NEWLANDS PRIVATE DAY NURSERY
Name & Contact Details of Person Submitting this Information:
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1. How do we make sure all children reach their potential?
Our aims are achieved through the implementation of a carefully structured curriculum with relevant and appropriate content that supports the development levels of children from birth to five years. There will be planned and purposeful activities that provide opportunities for children to develop and learn through a combination of adult led and child initiated experiences both indoors and outdoors. • Providing a happy stimulating, stable and safe environment where every child feels secure and valued using guidance from the underlying principles of the EYFS. • Monitoring the progress of each child so as to identify strengths and weakness in each of the seven areas of learning. • Developing a sense of care, respect and courtesy towards others and our environment. • Fostering high expectations of responsibility and behaviour which is age appropriate. • Fostering the development of attitudes and skills that will give children increasing control over their lives and so enable them to contribute positively to the local and wider community. • Developing a partnership between home and the nursery that is beneficial and supportive for the child and their family. The EYFS principles, which guide the way we work, are grouped into four distinct but complementary themes: • A unique child • Positive relationships • Enabling environments • Learning and development

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?
Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice. The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?
The graduated approach is led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

4. What additional support is available for children with SEND and how do they access it? What other help can we get?
Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is made with the child's parents.

5. How can we adapt our setting to enable children with SEND to participate?
It is paramount to find out as much as possible about a child's individual needs and the way they affect his/her educational, development or care needs by: • liaising with the child's parents • liaising with any professional agencies • reading any reports that have been prepared • attending any review meetings with the local authority • regularly monitoring observations on the child's development • maintaining confidentiality at all times

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 our Quality Improvement & Support Officers, Early Years Childcare & Sufficiency Team and the Portage & Early Years Support Teachers.

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?
Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss with this child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with the families and help them to access relevant services from other agencies as appropriate. Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan an enjoyable and challenging experience for each child in all of the areas of learning and development. Practitioners that are working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four areas. All children have a learning journal which begins from their first day. This follows your child's progress with regular reports, development records, observations, photographs and children's own work. We encourage parents to write comments in their child's learning journal about how they are developing at home.

8. How do we support children with multiple and complex needs?
Continuous liaisons with parents/families, relevant agencies and professionals. All children will be given a full settling in period when joining the nursery according to their needs. <u>Aims</u> To recognise each child's individual needs and ensure all staff are aware of and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), Special Educational Needs and Disability Regulations 2014, and Children and Families Act 2014 in identification and assessment of any needs not being met by the universal service provided by the nursery. To include all children in our provision. To provide practitioners to help support parents and children with learning difficulties and/or disabilities. To develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a special needs co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEN/Disability and the SEND Code of Practice. To identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.

To work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities and seek advice, support and training where required.

To monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services.

To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.

To promote positive images and role models during play experiences of those with additional needs wherever possible.

To celebrate diversity in all aspects of play and learning.

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 work closely with parents/carers, regular meetings (usually each term) of children with or without learning difficulties and/or disabilities to create and maintain a positive partnership.

Ensure that parents are informed at all stages of any assessment, planning, provision and review of their children's education.

Provide parents with information on sources of independent advice and support.

Our role is to encourage children to express their views by providing different methods for them to do so:

- Observing children at play to discover what they like to do and respond appropriately to encourage and extend curiosity and learning.
- Offering choices and noting children's selections.
- Talking in groups together.
- One to one conversations.

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?

SEN support includes planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information is shared by the current setting with the receiving setting or school. The current setting agrees with parents the information to be shared as part of this planning process.

At Newlands Private Day Nursery we use the (CAF) as a key part of delivering integrated services around the needs of children. The CAF enables us to use a standardised approach to conduct an assessment of a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate. The same process is also used prior to transition to another setting or school.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?
The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The impact and quality of the support is evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. Together we agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents are issued with clear information about the impact of the support provided and be involved in planning next steps.

12. How do we ensure that we have the expertise needed to support children with SEND?
To work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities and seek advice, support and training where required.

13. How can parents make a comment, compliment or complaint about our provision?
Details of how to make a complaint can be found in the reception area. We welcome comments from parents about our setting and recognise parents are the prime educators of their child and that comments, whether negative or positive, about our setting are made with the child's interest at heart. Many concerns can be resolved quickly by an informal approach to the Manager. A parent who is unhappy about any aspect of the Nursery's provision, concerns should first be raised with either the manager or the Room Supervisor. At this stage the following information will be recorded: • The nature of the complaint including date and time • Action taken initially • The subsequent action We will investigate all written complaints accordingly and inform the complainants of the outcome of the investigation within 28 days of receiving the complaint. Everyone involved with the discussion and outcome of a complaint will be expected to treat information as confidential and will not discuss the situation with anyone else. Details of how to contact OFSTED are available from the Nursery office and displayed in our reception area.