

Childcare Setting Name:

Norland Pre-School

Name & Contact Details of Person Submitting this Information:

Helen Walsh – manager
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1. How do we make sure all children reach their potential?

- We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with NFC have an equal chance to do so. We aim to offer all children a broad and balanced curriculum regardless of cultural background, diverse family situation or special needs or disabilities. We have a commitment to meeting the child's personal needs, to ensure the child has access to the curriculum through full inclusion in the pre-school. We aim to identify any difficulties a child might have.
- We aim to encourage and support positive partnership between staff, parents/carers and other agencies.
- We provide a staffing ratio in line with the requirements of the EYFS 2014 to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified or are training to achieve the required level of qualification. We carry out checks for criminal and other records through the DBS (Disclosure and barring service) in accordance with statutory requirements. To meet this aim we use the following ratios of adult to child:
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three - seven years of age: 1 adult : 8 children.

A minimum of four adults are on duty at any one time.

- We work with an EYFS tracking/assessment sheet which identifies all areas that the children excel in or are struggling in, we then can continually help them achieve their potential. Key workers fill in these sheets on a daily basis and discuss with senior members of staff if they have any concerns.
- Parents are informed regularly about their child's progress by, taking home their learning journeys, parent consultation evenings & daily messages in their sharing information books.
- Children are involved in the decision making progress daily, deciding which equipment to get out and choosing the activities.

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?

Before starting at our setting, parents fill in a registration form detailing all personal information and any additional needs a child might have, we are then able to get structures in place before the child actually comes to the setting for the first time.

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Concerns would be discussed with parents and their views sought about what to do next. The parent partnership supports parents of children with special educational needs.

- Staff have training about the special needs code of practice and positive behaviour.
- Staff observe and assess children regularly.
- Staff discuss any concerns they may have and these are recorded in a book.
- We record progress regularly and share it with parents.

- Once a special educational need has been identified, it will be recorded within an Individual Educational Plan. (I.E.P.). This plan is specifically for the child, and would include short-term targets to be reviewed periodically dependent on the need.
- The I.E.P. will only record what is additional or different to the normal curriculum.
- I.E.P.'s are always shared with the parent/carer and the child, to ensure that everyone is happy with the targets set and how to achieve them.
- Targets are reviewed and next steps taken.

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

- We provide access for wheelchair users.
- We provide facilities for assisted toileting to ensure privacy of children with special needs.
- The physical environment is, as far as is reasonable, suitable for children with disabilities.
- We work to provide an inclusive environment.
- Staff have training about the special needs code of practice and positive behaviour.
- SENCO has a child with special needs.
- We record progress regularly and share it with parents.
- We had a child attending our setting during 2012/2013 with severe reflux, he was tube fed and we employed a support worker for him using payments from DCATCH.
- Disabled toilet with rails, pull cord emergency alarm and wide doorway.

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

- We have previously employed a support worker for him using payments from DCATCH.
- We have worked with the DCATCH team, community nursing team and portage.

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

- Once a special educational need has been identified, it will be recorded within an Individual Educational Plan. (I.E.P.). This plan is specifically for the child, and would include short-term targets to be reviewed periodically dependent on the need.
- All activities are available and accessible to all children, if a physical difficulty prevented a child from accessing a certain activity we would undoubtedly adapt that activity so ALL the children could participate.
Staff are all very good at thinking on their feet and adapting activities in an instant to accommodate everyone's needs.

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?

- Senco will access any provision and equipment that a child may need, this will include looking in purchasing catalogues such as, YPO, Early learning centre, Hope early years,. Early Years direct, TTs and by looking on the internet for specialist resources.
- Help will be sought, when needed, from Early Years support, portage and SALT.

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?**

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- Targets are reviewed and next steps taken.

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

- We aim to offer all children a broad and balanced curriculum regardless of cultural background, diverse family situation or special needs or disabilities.
- We have a commitment to meeting the child's personal needs, to ensure the child has access to the curriculum through full inclusion in the pre-school.
- We aim to identify any difficulties or additional needs a child might have.

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?

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- Targets are reviewed and next steps taken.
- Each child has a sharing information book which goes home daily, this is filled in by staff and parents regularly, enabling information to be passed confidentially.
- Parents are encouraged to discuss their child's progress with the keyworker whenever they feel necessary; we hold regular parent consultation evenings and learning journey files are sent home periodically, with sheets for comments and or suggestions.

**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 work closely with our local schools to aid smooth transitions, we regularly visit the schools throughout the year and this helps the children with the transition from our setting to school as they have become familiar with the setting and the staff.
- Prior to a child leaving our setting we have transition sessions with their future setting.
- On our parent/carer notice board we promote all local organisations that we feel could benefit parents. If we felt that a specific organisation could benefit a particular child we would advise the parents of such and provide literature where necessary.

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

- All our policies are regularly updated to ensure that we keep up to date with any changes in legislation or good practice.
- Parents/carers are asked to fill in an annual questionnaire which is then collated and any issues raised will be acted upon.
- Learning journey files go home periodically with a comment sheet enclosed, any feedback from parents/carers or the child will be discussed and action taken where necessary.
- Each child has a sharing information book which goes home daily, this is filled in by staff and parents regularly, enabling information to be passed confidentially.

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

- NFC's Senco has an enormous amount of personal knowledge.
- Specific SEND related courses that NFC's staff have attended include:
 - Identifying and including children with additional needs in the early years.
 - ADHD & the autistic spectrum disorder.
 - Equality act.
 - The infinity feeding pump.
 - Observing young children.
 - Behaviour in the early years with SEN.
 - Promoting positive behaviour.
 - Senco intermediate.
 - Early identification & referral of stammering children.
 - Introduction to signs and symbols.
 - Collaborative working to develop speech and language.
 - Working with families of disabled children, creating ripples.
 - Disability equality.
 - Supporting the hearing impaired child.
 - Supporting the visually impaired child.
 - Guidance for early years action.
 - Early language skills.
- All staff are trained in Paediatric first Aid.

Training needs are monitored regularly and staff attend any courses that are required for their job role.

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

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve the pre-school/BAAS at any time. (These can be put in our complaints and suggestions book on the notice board in the entrance to the NFC premises.)

Parents/carers can ask to see a copy of any complaints at any time, but the copies seen by parents/carers will be anonymous.