

Childcare Setting Name:

Shining Stars Day Nursery

Name & Contact Details of Person Submitting this Information:

Nursery Manager – Victoria Wilson

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

- Individual planning for all children
- Staff trained in recognising children's next steps
- Always maintain ratios so that staff are always accessible to children
- Communicating regularly with parents
- Baseline assessments
- 2 year Progress checks
- Learning journeys for each child/Childs development tracked on the Early Years outcome tracker
- Focussed activities
- Track children every term
- Use of our 'Promoting Positive Behaviour Policy'.

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?

- Observe each child using an ABC observation to identify the additional needs
- Use tracker to identify needs
- Perform 2 year progress checks working with health visitors
- 2 SENCO staff trained at the setting
- Key person assesses each of their children
- Share information with other setting – in line with confidentiality policy
- Creation and maintenance of good relationships with parents

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

- Individual Learning and Development Plans (ILDLP) are created and put in place to support a child's additional needs
- SEND staff training/attend training courses to suit child's individual needs
- All children are allocated a key person
- Staff adapt room/resources/activities to suit individual child
- Extra staff available to support if needed

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

We have access to and experience in working with Local Authority agencies including:

- Speech and Language
- Portage and Early Years Support Teachers
- Family Link Workers
- Health Visitors
- Accessed both in the setting and at home
- The setting has previously obtained DCATCH (Disabled children's access to childcare) funding which the funds are used for additional support/resources, staffing & training.

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

We provide differentiated activities to meet all individual needs and abilities. We therefore:

- Adapt any planned activities to suit each individual child and their needs
- Adapt session times to suit the child's routines
- Reduce group sizes for activities and creating quieter areas
- Promote diversity in all aspects of play and learning
- Provide an outdoor area accessible to allow wheelchair access, ramp to access different levels
- Use Emotion cards and books
- Have Visual signs displayed

**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?**

- Access DCATCH – this supports the individual child and the nursery in meeting the child's needs
- Work closely with the Calderdale Early Years Team
- Work closely with local health visitors/social workers
- Sure Start Centres – What's on offer in the local area for families

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?**

- Behave as good role models/ calm environment
- Promote and praise positive behaviour
- Use emotion cards and books
- Speak clearly to child, eye contact, positive body language
- Hold singing time with actions
- Use of Early phonics
- Have books in all areas
- Provision of a low level sandpit, resources at low levels. Low level paint station, chalk board for gross and fine motor skills
- Ramp in outdoor play area
- Reflect on daily practice, resources, group sizes, room layout

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

- Write a care plan and ILDP (Individual Learning and Development Plan)
- Regular updates with parents/carers
- Exchange information with other settings and professionals
- Creation of a Child centred learning plan

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?

- Have regular meetings with parents and staff if child does not have care plan
- Have regular meeting with all professionals if there is a plan in place
- Make copies of tracking documents and targets that have been set
- Learning journeys always available 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?**

- Provide parent with information about other setting or school
- Invite teachers into setting to discuss/meet child and key person
- Provide a transition report
- Display activities that the local children's centre may offer

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

- Verbal feedback
- By tracking children termly to plot progress
- Use of a 'Reflective diary' where staff critically assess their work, the environment and the strategies they use
- Areas of provision reviewed and any areas requiring amendment are reflected upon
- Parental questionnaires

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

- Two SENCOs for the setting who attend SEND training
- Key people attend specific SEND training
- Training courses attended are shared with all staff at staff meeting
- Further training will be booked if required to suit child's needs

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

- Speak to child's key person or nursery manager, arrange meetings if appropriate
- Comments page in learning journey
- Parental questionnaires
- Complaints policy/procedure in place
- Regular contact with parent
- Perform verbal/written handovers following each session