

**Childcare Setting Name:**

**Siddal 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 follow the 'Early Years Foundation Stage' statutory requirements to ensure that every child in our setting is given the opportunity to reach their full potential within all seven areas of their development regardless of their abilities.

Our setting provides stimulating and interesting activities that motivate children to participate and which encourage the children to develop their learning skills through play.

The continuous provision areas within nursery provide resources to cover the 'Early Years Outcomes' within all the seven areas of learning as set out in the 'EYFS'.

These areas are regularly enhanced to enable us to follow the children's individual interests. If a child demonstrates an interest in a particular area of play e.g. dinosaurs adding resources to link with this interest will ensure that they are more liable to participate and extend their learning. Individual learning and development needs around the seven areas of learning are also taken into consideration and planned for through child observations and assessment.

Every child who attends the nursery is assigned a key person prior to the child attending their settling in sessions, this key person builds a relationship with the child and their parent/carer and becomes a point of contact if there are any concerns within the family, they monitor their key children's progress through tracking and observations and will seek support from professionals if there are any concerns e.g. speech and language delay.

Individual children are discussed in six weekly staff supervisions and in six weekly team meetings this ensures that all staff are fully aware of any development/welfare requirements for every child within the nursery.

All children are base lined against the 'Early Years Outcomes' four weeks after they have settled into the nursery and they continue to be tracked every three months. This allows the key person to understand what stage of development the children are at and also highlights the gaps in the seven areas of learning which the children are supported to achieve 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. This contact with professionals is maintained through telephone conversations which are recorded in the child's individual file.

We have comprehensive policies and procedures in place which are reviewed annually.

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

Our 'Senior Early Years Practitioners are our named Sencos who support the nursery and the team, they liaise with likeminded professionals, attend relevant meetings and oversee 'Individual Educational Plans etc.

To support children with 'English as an Additional Language we work closely with the child's parent/carers asking them for common words in their language to display around the nursery. We

involve translators and staff from different centres who speak the same language. We encourage stay and play sessions involving the parent/carers, display words in their own language alongside the same words in English.

For children who display challenging behaviour we observe the child on a number of occasions in different areas of the nursery and at different times during the day to identify any patterns of behaviour which may affect their behaviour e.g. tiredness. We also take into account any information involving the child's background and liaise daily with their parent/carers to gain additional information about any changes of circumstances at home or any learning and development needs that could be affecting the child's behaviour.

We work closely with the parent/carers to ensure that there is consistency between both home and nursery. We discuss possible behaviour strategies in team meetings and we put together a behaviour management plan, the parent/carers are asked to read and sign this to say that they agree with the plan and that they will follow this plan at home. We review child behaviour management plans at team meetings and regularly discuss the child's progress around behaviour with parent/carers. If progress was not being made with the child's behaviour and we as a nursery felt that we needed additional support we would seek further advice from our allocated 'Early Years Development Officer' and we would involve other relevant professionals as necessary.

## **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 that we are up to date with current practices and legislation and also ensure that we are giving the best possible care and education to every child who attends our setting.

Our Senior Early Years Practitioners are our named Sencos who support the nursery and the team, they liaise with likeminded professionals, attend relevant meetings and oversee 'Individual Educational Plans etc.

We observe all children within the nursery and we plan for their individual development needs around the EYFS and the seven areas of learning. We use a tracking system that identifies any development needs and highlights any areas which require further development.

If a child was not meeting their development outcomes in any of the seven areas of learning we would discuss the child with the Sencos and the rest of the team in team meetings and we would 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. We as a nursery work closely with all relevant professionals who are welcomed into our setting should they need to observe a child with additional needs or when they need to do organise an activity with the child or speak to the parent/carers.

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

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, this grant may be used by the setting to purchase resources that will enable the nursery to meet the child's additional needs. An 'IEP' may be put in place to ensure that all professionals involved are working together towards the same goals that will support the child and will ensure that any 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 that all children are able to participate with activities within 'EYFS'

We also invite the parent/carers of children with 'EAL' into the setting to help us to support their child in participation through use of their home language, recognising the language barriers that they may have and supporting them as necessary to benefit their child/children.

**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 'Special Educational Needs or Disabled' by working together to support the child.

If our observations identify any activities that are not being accessed by all the children within the setting we would look at ways of ensuring inclusion and would speak with other professionals for support and advice, signposting to other professionals/services that may be able to help us. We would also speak to the child's parent/carers and any previous settings and services that 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 'Personal Social and Emotional Development, 'Communication and Language' and 'Physical Development' of children with 'SEND' the key person would initially complete the baseline assessment to find out exactly where the child is within the 'EYFS' development bands.

We would liaise with other professionals who are either already involved or who we feel may be able to help us to support the child such as Health Visitors or Speech and language. We would involve the parent/carers as much as possible and have regular discussions with them about their child's progress.

Regular observations and tracking of all children will be carried out. The child may have an 'I E P'. The child may be assigned a one to one worker. The children will be discussed at regular team meetings and staff supervisions.

The hiring or purchasing of relevant equipment and resources. Parent and professional feedback helps us to improve our practices. Staff may be sent on specific training to enable them to offer the child the support that is needed.

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

We would follow the support as above in section 7 and we may find it necessary to 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 require 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 parent/carers on a regular basis so that they can follow any strategies at home.

Parent/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 as a nursery also communicate verbally with parent/carers on a daily basis. We liaise with other professionals for support and parent/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 to talk to the child's key person and parent/carer.

We pass onto them any development information such as tracking and transition reports and we share background information and contacts of any other professionals involved. The carer/teacher 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. The setting also has access to the local Family Information Services newsletter and we have leaflets on holiday activities which we share with parent/carers.

**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 that we have daily conversations with parent/carers, we collect and record feedback from other professionals that our setting has been involved with.

We discuss our Ofsted 'Self Evaluation Form' at team meetings and are always reflecting on our practice and striving to improve practice through a nursery action plan.

We ensure that we are following the 'EYFS' framework, our policies and procedures, Ofsted requirements, the 'SEN' 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 children are aware of any background information and are aware of what the child's additional needs are prior to the child starting at our setting. Identified training is discussed in six weekly supervisions.

Staff are expected to attend regular relevant training if there is a particular need for a child identified and staff have not had 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 'Compliments and Complaints' policy which explains to parent/carers the procedure they need to follow if they wish to make a complaint or a compliment to the setting.

Our policies and procedures and comments box are available to parent/carers in our nursery entrance.

Regular questionnaires go out to our parent/carers and we encourage them to communicate to all staff on a daily basis. Newsletters are also given out to parent/carers and their contributions are welcomed.

We welcome comments both negative and positive and strive to use these to improve our practice and to offer outstanding care to every child within our setting and to offer 100% support to all our parent/carers.