

**Childcare Setting Name:**

Sticky Fingers Pre-School and Out of School Club

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

Donna Milward 01422 329494 or 07852 896862

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

Our policies outline provision meets the needs of the individual child. We take into account any special needs a child may have. We will discuss thoroughly with parents/carers what we can offer each child and continually do this whilst the child is in our care to ensure as an inclusive provider we are doing the best we can. We do our best to ensure every child's experience at Sticky Fingers is a positive one and that it is just as beneficial and enjoyable to the rest of the child's family, particularly parents/carers. Our policies are adopted by staff and expectations are that parents adopt them too, to keep provision at the highest expected standard. Our policies are reviewed annually or where and when necessary with legislation changes. We provide enhanced ratios when and where possible; otherwise ratios are in line with statutory guidance for EYFS. Observation, assessment and planning is done in line with EYFS guidance. We continually observe daily, discuss individual children at planning meetings and plan for children's needs. This is enhanced with adult led activities, group times and key persons tracking development matters.

**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?**

As discussed above. Continuous observation, assessment and planning in line with EYFS Development Matters are done on a regular cycle. We will discuss at team meetings, liaise with parents/carers and if necessary contact other specialist agencies. We will work 1:1 with individual children to assess how we can best support their developmental needs. We will include development matters for individual children into our planning.

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

We enhance and adapt what we have in terms of resources and activities to best suit the needs of the children using them. We have been known to purchase/source resources that are recommended for individual/developmental needs of children. We do use where necessary pictorial charts for routines etc and are happy to enhance where possible our provision to meet individual needs.

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

We liaise with Calderdale professional bodies such as Portage, Speech and Language and Child Psychology. We do access DCATCH funding to provide 1:1 care for children where possible. We have a SENCO who is the main profession that liaises with these professionals and supports key workers.

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

All activities are arranged to enable differentiation where necessary. If an activity cannot be adapted to suit an individual's needs we will endeavour to provide something equally as exciting and appropriately challenging. All our activities and group times have a main theme or intention that can be tailored to different needs or outcomes.

**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 would liaise with Calderdale agencies and DCATCH to source funding. Our SENCO will research local agencies and support networks we already use to offer guidance as to where and how we can access support to provide what we need to offer a good quality provision for all children in our care. DCATCH will fund where appropriate and in conjunction with their own assessments.

**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?**

We do provide a keyworker to every child who will monitor progress and track development matters in all areas. Where possible children with SEND will receive 1:1 group times or we would prefer to differentiate the group activity to suit the needs of all children taking part. We have access to outdoors and provide continuous provision both indoors and outdoors. We continually encourage integration and children accepting one another's needs where possible. However the monitoring or development matters and regular liaising with other agencies will highlight areas of specific need that we will integrate into our provision and curriculum planning.

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

We have not had the opportunity to support children with multiple and complex needs as yet. If the case was that we did we would expect that they would have some support in place that we could, as a setting, work with, enhance and develop. We would expect the family/carers would help us develop a plan of care.

**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 have two Parents' Evenings a year to discuss progress, development and tracking. If there is a need for individual children to have more than then we will provide whatever is necessary to best fit individual families. We will meet with the relevant professionals and parents together to ensure we are all working towards the same targets and goals. We will follow our own devised Individual Learning Plan in the setting. This would help us identify and share needs with others.

**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?**

Our transitions process works closely with local schools. We have had teachers from the schools visit us and meet and chat with staff and children to familiarise themselves with the individual children that will be coming into their care. If a child is moving to a new setting, we would welcome the professionals from the new setting to visit us and have a meeting about progression, development and targets set and share any other information. Otherwise this would be done over the telephone. In some instances where a child has support or identified needs there may be meetings arranged by other professionals.

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

We regularly send out parent feedback forms to identify areas of improvement. We encourage parents to feel confident in offering constructive feedback and ideas for improvement. We are committee run by parents therefore parents are actively involved in decision making in all areas. Our policies outline frameworks we use to guide good practice including the EYFS statutory guidance 2014 and in terms of inclusion, the SEND Code of Practice 2014. There are many areas of legislation and laws considered throughout our policies.

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

The setting manager and SENCO have Portage Training. The SENCO regularly attends training courses regarding inclusive practice and supporting children with SEND. We have been known to have staff members attend courses with parents to support children with SEND. All staff attend safeguarding and behaviour courses. Recent courses attended by staff include Early Support, Practical Strategies for Understanding and Managing Children's Behaviour, Portage, Early Support Key Working, Supporting Children with SEND and their Families, Voice of the Child, Positive Behaviour, ASD, Introduction to Early Support Principles, Early Years Transitions, Early Language Development, CAF, Phonics etc. Staff are regularly undertaking professional development in their own time.

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

Parents are provided with a complaints procedure policy if they wish to complain. This includes details of how to contact Ofsted if they wish to do so. There is also a poster in the setting providing this information. Our feedback forms give an opportunity to comment or compliment. Regular discussions with key workers and good partnerships with parents ensure that parents feel they can do all of the above verbally.