

Childcare Setting Name:

The Willows 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?

- We follow a broad and balanced curriculum using the Early Years Framework and Early Years outcome trackers. Planning that is play based and differentiated is necessary for each child.
- Quality teaching and supervisions
- Well qualified and experienced staff who encourage and support all areas of development, promote self esteem and value all contributions made by each child.
- Parents informed about their child's progress through daily discussions, learning journeys, timetabled informal meetings, parents' evenings and twice yearly reports.
- Staff ratios are as follows: Babies 1-3; 2 year olds 1-4; pre-school children 1-8 and 1-13 when our EYP is present.
- Challenging behaviour strategies – be consistent, focus on the behaviour and not the child, clear and simple discussions with children. Boosting self esteem and praising positive behaviour and realising consequences of actions. Develop concentration and independence.

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?

Monitor and observe child – information collected from keyworker, staff and SENCO. This includes child's behaviour, experiences and individual development. Finding gaps in early years outcomes could point to an issue that needs addressing.

Informal meeting set up with parents and relevant staff to put across concerns and share information. Parental involvement is key - providing time for them to talk about their child, offering reassurance that a positive outcome will be achieved. Planning can be altered to accommodate needs of child –SEN support, differentiation, setting up ILDPs with full involvement from parents with specific desired outcomes. This will be extended to include All About Me and Person Centered approach documents, usually involving outside agencies with consent from parents.

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

Staff have training in basic and above SEND or ongoing/previous experience of caring for children with SEND. (i.e. autism, speech and language issues, cerebral palsy etc.). Staff have been involved in making ILDPs and All About Me documents and working with outside agencies. (eg ASD Team, SALT, Portage, EYST).

Provide resources for individual child through DCATCH funding.

Specific equipment has been supplied from outside agencies (i.e. Occupational Therapists).

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

We have successfully applied for and received DCATCH funding to support children with SEND. We have worked with the ASD Team, Early Years Support Teachers, SALT, Health Visitors etc.
Discussions with parents to guide them to contacting specific agencies or giving permission for us, as the setting, to do so.
Looking at the 'Local Offer' resources.
Updating our SEND information from websites, leaflets and courses etc.

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

Curriculum planning – made for individual needs/breakdown Early Years Outcomes to smaller steps.
Resources and equipment provided to enable child to participate supplied by DCATCH, management or outside agencies.
Provide easy access to activities and across the setting (i.e. activities on the floor or low down, sand tray/water/painting on the floor, providing chunky crayons and paint brushes for easier hold, one to one work with keyworker so can do an activity together in their own time.
All staff and parents to offer input as they could have a different take on how to do things to help promote the best 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?**

Through open and ongoing communication with parents.
Communication and interaction with outside agencies.
Quality staffing and updating of training.
Discussion with management for resources and support of colleagues.
DCATCH funding.
Liaising with other settings.

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?**

PSED: Support social and self care skills and independence through play.
Observe, support and encourage interaction, building good relationships with peers and staff.
Small group play – 1:1 with keyworker. Involve familiar items such as comforters and favourite toys.
Gradually introduce a friend to play alongside.
Modelling positive behaviour, help with boundaries, behavioural strategies and routines.
Provide lots of praise and be sensitive to needs. Use calm environments; building on self confidence to try new things.
Set targets in planning/differentiation. Targets will be clear in what outcomes are wanted. Be consistent/repeat activities and use visual prompts.

Communication & Language: Follow child's lead. 1:1 interaction/play alongside, talk about what child is doing, taking time to listen and respond to adult. Use good eye contact and body language. Reinforce clear speech through praise and acknowledging you are understood. Interpret child's speech whenever possible as this will help with progress and help child see progress in their own speech. Use simple language – extend to more complex sentences. Fun activities/phonics/social circles/ small world play.

Physical Development: Supporting use of additional resources and equipment, making sure can access everything needed to help the child (ie chair, walking frame). Strategies and procedures set in place to support child with medical needs (ie care plan/emergency evacuation procedures).

Use Early Years development outcomes to recognise area of weakness that can be built on through play (ie balance, co-ordination, eating and self care skills).
1:1 support, setting targets and achieving goals.

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

Involving all – parents, agencies and staff etc.
Multi-disciplinary team meetings.
Working with agencies from IDLPs and Person Centered documents.
Medical needs – making sure all needs are provided for (ie equipment, regular visits from support staff).
Ensuring all staff are aware of child's needs.
Providing a safe, secure and enabling environment.
One to one care.
Offer support and reassurance to parents.

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?

Once child is part of SEN support – needs are clearly identified through assessment and IDLPs are set up that are specific effective and remain relevant to child's changing needs.
Assess, Plan, Do, Review.
Regular meetings are set up by SENOC/keyworker to discuss how learning plans are progressing/differentiation in curriculum etc. Learning journeys are also available at any time.
Setting up meetings that are convenient for the parent to attend.
Outside agencies are welcome to attend and with keyworker, SENCO and parents, views and concerns are discussed and recorded. Any extra support can then be arranged, IDLPs changed etc. Any changes in a child's circumstances that would affect progress are also discussed and recorded.
Encouraging parents to support their child at home with new targets etc.

**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?**

Set up good dialogue between school and setting.
Share information with parents' consent.
Encourage teacher/keyworker to visit to see child and to meet staff and parents.
Transition days to school/discuss whether it would be beneficial have extra settling in days accompanied by the child's keyworker for a smoother transition.
Informing the teacher at the school if the child has a special friend from the setting so that they can attend together.

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

Regularly review the provision (ie ILDPs, use of EYFS Framework, EY outcomes). Alter targets and outcomes as needed.
Look at more specific training for staff.
Ongoing discussion with parents so opinions and concerns can be heard and acted upon.
Revisit resources and equipment – what else could be provided/changed? Discuss with parents, staff and agencies.
Observe child – are they content, moving forward with development targets?

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

Ongoing training of SEND in the Early Years.
Specific training to help support children with SEND (ie autism, speech and language/online courses etc)
Looking to provide training on cerebral palsy/epilepsy to help support new children within the setting.
In house training on First Aid.
Cascade information/coursework to staff.

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

Speak to keyworker/room leader/SENCO/management.
Comments box in the entrance hall.
Information on the noticeboard.
Questionnaires.