

Pollywigggle Day Nursery – Adwick

Brief description of the setting

Pollywigggle Day Nursery, Adwick is located within the grounds of Adwick Acorns Children's Centre. It is a purpose built modular building registered for 20 places running morning, afternoon and full day sessions. We cater for children aged 24 to 60 months.

Pollywigggle Day Nursery is a safe haven – a place where children feel safe, secure and happy at all times. That's why we aim to create an environment which feels like a 'home from home'; a warm and welcoming world – a wonderful, safe place in which to both learn and to grow.

How we identify if your child may need additional help and/or has special educational needs (SEN)

If you have a child attending our nursery and you feel that your child may have SEND then you should ask to speak to your child's key person. Your child's key person may also feel that it would be helpful to involve the SENCO at this stage. The nursery closely monitors all children. Through this close monitoring of progress and development and by regularly assessing the children as individuals and as a group we are able to see straight away if children are not making progress as expected. If the attainment of your child is below the range expected we will put in place some additional support to help remove barriers to learning. Your child will be placed on the SEND register. This will enable us to monitor your child and their progress more quickly.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents
- observing each child's development and monitoring such observations regularly
- liaising with any other relevant professionals engaged with the child and their family
- seeking any specialist help or support
- researching relevant publications/sources of help
- reading any reports that have been prepared

- attending any assessment or review meetings with the local authority/professionals.

Parents will be fully informed of each stage of the process and we will endeavour to work as partners with parents throughout.

How we will involve your child in the planning and review of their support

As with all aspects of the nursery, children will be fully involved in the planning and carrying out of any new activities, routines or procedures. Children will be asked for their opinion, in an age and development appropriate way, to put towards each stage of the support process. The process will be regularly reviewed and the success criteria based on progress, involvement and enjoyment.

How we match the curriculum, teaching and learning approaches if your child has SEND

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014). We have clear arrangements in place to support children with SEN and disabilities.

We aim to:

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)
- Plan, provide or help parents to obtain any additional help or support for any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision, making reasonable adjustments where needed
- Provide well-informed and suitably trained practitioners to help support parents and children with special educational needs and/or disabilities
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child to make progress
- Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities

- Ensure that gifted and talented children who learn more quickly are also supported
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

How we provide additional support if your child has learning needs

The nursery aims to make all activities accessible to all children with reasonable adjustment. This may mean differentiating activities to meet all levels of learning and development, for example, a practitioner may change the questions they ask in an activity to suit the developmental level of a 2 year old, then a 4 year old who comes to play. This would be similar if the child in question had learning needs.

How we provide additional support if your child has social and communication needs

Children with communication needs are provided with support in the setting by practitioners using a range of visual clues, Makaton hand signs when speaking to reinforce language, using very simple sentences and speaking slowly and clearly. Visual labels including photographs and matchbacks are provided around the setting to help children access learning. Practitioners run extra small group sessions using the 'Toddler Talk' programme to boost communication skills and help to socially integrate children by promoting good relationships, co-operating with one another and facilitating the early steps of playing together. Children with complex social needs will be slowly introduced to nursery setting with lots of visits and by working at the child's pace so they feel comfortable and not overwhelmed.

How we provide additional support if your child has physical, sensory and/or medical needs

Staff have access to a range of training if required, for example for administering epipens or epilepsy medicine. We invite professionals such as physiotherapists and occupational therapists into setting to support and advise. We will adapt the setting, within reason, to accommodate children's needs, for example, providing a sensory space for children to take time out in, moving furniture to provide access for a child who needs additional support physically and buying equipment where possible to support, for example, adapted brushes or crayons.

How we provide help to support your child's emotional health and well being

Children are encouraged to express themselves and their feelings on a 1:1 basis and within small groups. Relationships are nurtured so children feel safe and trust the practitioners so they are able to share with them. Children are helped to express feelings in an appropriate way, including feelings of anger and frustration.

How we promote developing independence

Children are encouraged to self-help wherever possible. Practitioners support children to do this, for example by putting butter on a knife so a child can spread their own butter on their cracker, or by laying a child's coat out so they can put it on

independently. The setting is adapted so that children can access activities and resources without needing help from an adult to promote their developing independence.

How we measure and review your child's progress against their targets and longer term outcomes

Children's progress is constantly monitored by their key person and if at any point the key person had a concern then they would involve the SENCO. Children's progress is updated on individual and group trackers on a termly basis and results analysed. If there are any 'gaps' found or a stall or dip in progress, then action plans would be made of interventions to take place. These interventions would then be reviewed regularly.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Our setting is easily accessible by ramps and by the virtue of being all on one level. Activities are placed in plenty of space and are adapted to the needs of the children attending, for example by placing them on the floor rather than a high table top. Practitioners work to ensure each activity is differentiated to accommodate every child's ability level. We work with children at their own pace.

How we include children with SEND in the life of our setting

SEND children are included, as all children are, on an individual and personal basis, taking into account their likes, dislikes, views, needs and opinions.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff are made aware of our special educational needs policy upon starting at the setting. Our Group Mentor provides full induction and in-house training on an extremely wide range of topics.

External support and expertise we can call upon to help us to meet children's need

Where this the support of our Group Mentor and Area Manager is not enough, the setting will seek support from the Local Authority Area SENCO for extra training. The site SENCO attends regular update and cluster meetings and has received the appropriate training.

How we prepare children to join our setting

Key staff will visit with children at their existing setting, where applicable. New children are invited into nursery to meet the staff, alongside their parents. Staff will seek to acquire as much information as possible before the child starts to make sure we are fully prepared to support that child in any way necessary. Staff may also, for example, make a book about nursery to send home with that child to prepare them and so they can talk about nursery at home with their parents. Parents are invited to stay with their children when settling in.

How we prepare children to move on from our setting

We talk with children about starting school or school nursery. We have activities around starting school or school nursery, for example turning our home corner into a school and asking school for some spare uniform for dressing up. Around the time when children are starting to move on, we make our group times more formal and as children get older, start to do more formal 'Letters and Sounds' activities in small groups rather than incorporating them into the nursery day. We invite providers into setting to visit the children. We make ourselves available to visit new settings with children. We can work together with schools and other providers to make books showing children their new teachers and their new setting. We provide a transition report for providers.

How we deploy our resources to meet the needs of children with SEND

The company has several settings and a large bank of resources available, be it physical resources or knowledge, which can be utilised where best across all the sites.

Contact for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.