

Rossington Early Learners

Brief description of the setting

- At Rossington Early Learners we provide sessional day care for children aged 2 to 5 years. We have our own play rooms and outdoor play areas within the Holmescarr Enterprise Centre which is a community building located in the center of Rossington.
- Our ethos is to provide a welcoming and stimulating environment where everyone feels valued for their individuality but who come together to form a caring community. We welcome the diversity of all family life in our community and the wider society and we aim to make inclusion a thread which runs through our setting and the activities we provide.

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

- Our setting has regard for the SEND Code of Practice: 0-25 Years (2014) on the identification and assessment of Special Educational Needs and disabilities.
- Our setting has set into place a graduated approach for identifying and supporting a child with SEND. The graduated approach has four stages; Assess, Plan, Do, Review.

Assess

- On a child's first day in the setting parents are required to provide their child's key person with information about their child. This information together with observations of the child are used to form a 'day one' baseline for the child.
- From this initial baseline the practitioner will create a six week play plan which consists of activities and learning experiences based on the child's current needs and interests.
- Whilst delivering the six week play plan the key person will continue to observe and assess the child.
- At the end of the six weeks the Key Person evaluates the plan and her observations of the child and discusses how the plan went with parents to see if they have any comments or concerns.
- The key person then evaluates all of this information to make a final judgement on the child's baseline. From this baseline assessment the key person is able to identify any areas of development where the child is falling below the expected norms for their age and therefore requires some additional support. Where additional support is required the key person will plan extra activities in this area of learning to try and boost the child's development. The extra activities are delivered once a week during the next six week planning cycle.
- At the end of the second six week cycle (12 weeks after the child first attended) the key person evaluates all activities and her observations of the child and decides if the child has made progress. The key person will then decide to;

A) Continue with universal planning as the child is developing in line with the norm for their age.

- B) Deliver additional activities in a specific area of learning as the child requires additional support to boost their development.
- C) Create an Agreed Support Plan. The Agreed Support Plan is used after week 12 when it has been identified that additional activities in an area of learning is not providing enough support to boost the child's development effectively.
- D) Make a referral to another Early Years Professional e.g. Portage, Health Visitor, Speech and Language therapist.
- E) Make a referral to the Early Support Panel. This action is required where it has been identified that there are significant emerging concerns/developmental delays and external support from other professionals is required. In this instance the Key Person would create an Agreed Support Plan whilst gathering information and evidence for the referral and whilst waiting for the panel's decision.

- At week 12 the Key Person would also write the Early Years Progress Report. The Early Years Progress Report is a short written summary of the child's development, focusing in particular on the three prime areas of learning. The report must be written following the evaluation of the child's development at week 12 as described above and must therefore highlight:
 - The child's strengths and where good progress is being made
 - Where some additional support might be needed
 - Where there is a concern that a child may have a developmental delay.
- The progress report is shared with the child's parents and parents are asked to record their comments about their child's development on the parents section of the progress report. Parents are also asked to confirm if an 'Ages and Stages Questionnaire' has been conducted on their child at the age of 2 years by the Community Nursery Nurse and the outcome of the questionnaire.
- If the result of the Ages and Stages Questionnaire is positive and parents and the child's key person have no concerns then this is recorded on the child's progress report and no further action is required other than universal support and individual planning that all children receive.

However, if parents or the child's key person have concerns about the child's development or if the Ages and Stages Questionnaire highlights a concern then the owners would contact the Community Nursery Nurse to discuss the child and create an integrated response where the Community Nursery Nurse, Parents and ourselves work together to devise an agreed support plan for the child.

Plan

- Where it has been decided to create an Agreed Support Plan then the Key Person would work in consultation with the parents, the Community Nursery Nurse, our settings SENCO's and where appropriate the child to create specific outcomes.
- The outcomes would state the improvements/progress we want to see in the child.
- The agreed support plan would then state the strategies we are going to use in order to support the child in achieving the outcomes, who will deliver the strategy, by when, where and how frequently and how we are going to assess and measure the progress the child has made. A date would also be set to review the support plan.

Do

- The child's Key Person remains responsible for working with the child on a daily basis and ensuring that the strategies recorded on the Agreed Support Plan are implemented.
- The settings SENCO supports the Key Person by overseeing the implementation of the strategies and by assessing the child's progress towards the agreed outcomes.
- The key person is responsible for keeping parents informed of the child's progress and for reporting any concerns they or the parent may have back to the SENCO.
- Where appropriate parents will be encouraged to support the setting by continuing/reinforcing the agreed support plan at home.

Review

- The Agreed Support Plan is reviewed in line with the date that was agreed or sooner should any party feel it necessary.
- The review should be attended by the child's parents/carers, the Key Person, the settings SENCO and any other professional that has had input into the Support Plan.
- The review will evaluate the effectiveness of the support plan, what worked well and what did not and the impact of the support plan on the child's progress and development.
- Those present will then agree any changes to the outcomes or support and plan the next steps in the child's progress and development.
- At all stages of the review wherever possible the views of the child should be taken into account.
- If after reviewing a support plan it is identified that the child has made little or no improvement in their progress despite evidence-based support and interventions that are matched to the child's area of need, the SENCO will consider involving appropriate specialists, for example, health visitors, speech and language therapists, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. Where significant concerns have been identified then the SENCO would consider a referral to the Early Support Panel. The Support Panel will review the child's progress, development, needs and required support in four broad areas those being: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical needs.
- If after reviewing a support plan written in conjunction with parents and specialists and after having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, then the SENCO would consider requesting an Education, Health and Care (EHC) needs assessment.
- The decision to involve specialists or to request an EHC plan would be taken in conjunction with the child's parents.
- Where a child has an Education, Health and Care Plan (EHC plan), the local authority must review the plan at least once every twelve months.

- As part of our integrated practice with Health we meet on a regular basis (at least once every term) to discuss the progress of all children but in particular the progress of children with an agreed support plan or children with SEND.

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

- Families are allocated a Key Person on the child's first day in the setting. The Key Person works closely with the family to create and maintain a positive partnership.
- We provide information in clear, concise language, whether in spoken or written form.
- We welcome the diversity of family life and work with all families.
- We encourage Parents/Carers to take part in the life of the setting and to contribute fully.
- We work in partnership with Parents to ensure that the medical, cultural and dietary needs of all children are met.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their child's education and progress.
- We ensure that parents have access to their child's developmental profile at all times and feel confident and able to contribute towards it.
- We work closely and sensitively with parents of children with SEND to try to ensure that wherever possible their individual needs are met and maintained.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We ensure that all parents are aware of all of the policies and procedures in place in our setting by introducing them to them as part of their induction session on their child's first day in the setting.

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

- We observe the children to find out their current interests and abilities and we ask them what they enjoy playing with, we then plan activities which are challenging but which are suitable for their age and stage, and which will be of interest to them.
- Wherever possible we seek the views of the child when planning and reviewing activities and when planning and reviewing additional support for them.

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

- We provide a broad and balanced curriculum, which is differentiated to meet the individual needs of all children.
- We provide a full range of appropriate activities through which all children can develop and learn through play to help them reach their full potential.
- We create, implement and review an agreed support plan which states specific targets that the child will work towards over an agreed time scale with the support of their key person. The agreed support plan is written and reviewed in

conjunction with the child (where appropriate), their family, the child's key person, the settings SENCO and any other person/agency that is working with the child.

How we provide additional support if your child has learning needs

- We provide a broad and balanced curriculum, which is differentiated to ensure that it meets the individual needs of the child.
- We implement Agreed Support Plans which give specific targets for the child's key person to work on with the child to support and encourage their learning and development.

We work in partnership with parents and other agencies when planning and reviewing the child's development and when setting new targets for the child to work towards.

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

- Our staff teach the children Makaton signs to encourage communication and social interaction. By encouraging all children to use Makaton it means that the children can not only communicate with staff but can also communicate and socialise with each other.
- We have a good working relationship with the staff at the Speech and Language Department and work in partnership with them to provide additional support and activities for the children through an agreed support plan.

We provide additional activities for those children with speech and communication difficulties from the Letters and Sounds programme and from the Stories for Talking Programme.

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

- We have in the past worked with the Physiotherapist Department to provide additional activities through an Agreed Support Plan to support and encourage a child's physical Development.
- We can request a visit from Occupational Health to assess our setting to ensure it is safe and suitable for a child with physical, sensory and/or medical needs to attend. Occupational Health can also advise if we will require any specialist equipment or adaptations to the setting to meet the individual needs of the child.
- Advice, support and training would be sought from the child's Health Visitor, Community Nursery Nurse, Portage or any other professional who has been working with the child to try to ensure as smooth a transition into our setting as possible and to create an agreed support plan for the child.

If staff are required to receive specialist training such as the administration of an Eppi Pen then the child's start day in the setting may have to be delayed until such

times as staff have received the appropriate training and a Health Care Plan has been completed.

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

- Every child is allocated with a key person on their first day in the setting. This key person is responsible for working closely with the family to help the child settle as well as becoming a recognisable, trusted adult who the child can turn to for comfort and support. After 6 weeks we review to make sure the key person to child allocation is working effectively.
- Each Key person is responsible for a small group of children who become her key family, the key family come together each day to say hello to each other as well as coming together to do the focused adult led activity for the day. By working in a small family group it helps the children to feel a sense of belonging and helps to build friendships amongst their peers.
- We provide a welcoming and stimulating environment where everyone feels valued for their individuality but who come together to form a caring community.
- We welcome the diversity of all family life in our community and the wider society and we aim to make inclusion a thread which runs through our setting and the activities we provide.

How we promote developing independence

We teach the children our routines of the day and encourage them to take part as independently as possible such as :

- Self-registration
- Selecting their own cushion for carpet time
- Putting on and taking off their own coat for indoor/outdoor play
- Retrieving and returning their coat to their own peg.
- Putting their own work/creations away in their own draw when they have finished
- Pulling up their own sleeves and washing and drying their own hands for snack and lunch time or after using the toilet
- Tidying away their toys and resources when they have finished playing with them.
- Taking turns and sharing
- Understanding and abiding by our class rules
- Knowing how to ask for help

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

- We track all children's progress in line with the National Average by conducting baseline, mid-term and end of year assessments. We use the information gained from these assessment to establish if a child requires extra support and activities in a particular area to help them achieve the norm for their age, requires universal support and planning to help them maintain the norm for their age or requires extra challenges and support to help them to excel in a specific area and continue to achieve above the norm for their age.

For those children who have an Agreed Support Plan in place we also review their progress every 4 to 6 weeks. The Agreed Support Plan outlines specific targets that the children work towards over an agreed time scale. At the review meeting which is attended by the child's parents, settings SENCO'S and any other professionals who work with the child it will be discussed what progress the child has made and what action/targets need to be set next.

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

- We have wheel chair/mobility aided access to our setting to ensure accessibility for all.
- We ensure that equipment, toys, furniture and resources are arranged in the room so that they are accessible to all but also do not restrict movement around the setting.
- We have two disabled toilets and two low level changing stations.

We can request a visit from Occupational Health to assess our setting to ensure it is safe and suitable for a child with SEND to attend. Occupational Health can also advise if we will require any specialist equipment or adaptations to the setting to meet the individual needs of the child.

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

We believe that children should be included, valued and supported equally within the setting. We will endeavour to do this through:

- Allocating each child/family a key person who will work closely with the child/family in order to offer support and ensure that wherever possible the child's individual needs are met.
- Encourage all children to empathise with others and feel good about themselves.
- Seek out training opportunities for staff and volunteers to enable them to develop practices, which help to make children feel valued, supported and included.
- Creating an environment of mutual respect and tolerance.
- Help children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensure that our environment and the activities we provide are inclusive and accessible for all children.

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

Our setting has two named SENCO's who have received basic awareness training on SEND from Doncaster Early Years. Part of their role is to:

- Advise, support, mentor and supervise other practitioners in the setting.
- Ensure all practitioners in the setting understand their responsibilities towards identifying and meeting the needs of those children with SEND.

- Ensure staff attend training sessions both in house and externally to ensure that they understand the child's difficulties and are able to provide appropriate and effective support to meet the child's individual needs.
- Ensure that staff obtain prevalent background information about individual children with SEND, that the child's records are kept up to date and accurate and that the child's records are kept secure and confidentially whilst remaining accessible to the child's parents at all times.

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

- Health Visitor
- Community Nursery Nurse
- Portage
- Pre-school Inclusion
- Speech and Language
- Physiotherapist
- Occupational Therapist

How we prepare children to join our setting

Children are admitted to our setting as per our admissions policy.

If a child with a known SEND wishes to attend our setting then prior to them starting a meeting would be held with the child's parents, our settings SENCO and appropriate outside agencies to ensure our setting is safe, suitable and capable of providing the appropriate care and developmental opportunities that the child will need in order to attend our setting. We would also offer the family the opportunity to attend taster sessions prior to the child starting with us, phased entry into the setting as well as the opportunity for parents to stay on site whilst their child settles into our care.

How we prepare children to move on from our setting

Support is given to all children during transition but in particular children with SEND. In the term before the child is due to move rooms or leave our setting the owners make arrangements for the children to attend several visits to their receiving room, setting or school. The visits are planned to occur during normal session times and the children are accompanied by our staff (wherever possible the child's Key Person). To support the transition we review the SEND support we have provided and with the permission of parents share this information with the receiving room, setting or school.

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

- We ensure that equipment, toys, furniture and resources are arranged in the room so that they are accessible to all but also do not restrict or encumber movement around the setting.
- We would endeavour to purchase or loan any equipment, resources or specialist toys that would support or meet the needs of a child with SEND.
- Where our setting is unable to financially support the purchase of new equipment, resources or specialist toys then we would seek funding, this also

includes funding to provide an extra member of staff to be able to offer one to one support for the child with SEND.

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.