

Buttons Day Nursery (Edlington and Moorends)

Brief description of the setting

We are a 60 place day nursery in Edlington which caters for children from the age's 0-5years and 50 places at our Moorends setting.

We have large premises, we have three rooms for the children, the age ranges for these rooms are:

Little Angels 0-2.5 years

Tiny tots 2-3 years

Cheeky Monkeys 2.5-5 years

We also have a large outdoor area.

The setting welcomes all children and families regardless of their individual differences. We believe that each child is unique and has the right to be enabled to reach their full potential through our service provisions. All children are encouraged to take part in all activities and are able to express themselves, develop, learn and work together in a constructive manner. We are happy to discuss any child's individual needs with parents/carers at any time and welcome their comments, support and participation. We aim to achieve every child is involved, supported and making progress and are happy at the setting.

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

The first person to identify any needs of your child at the setting is your child's key person as they work with them closely on a day to day basis. Your child's key person may identify your child may need additional help in a number of ways, these include:

*When a child starts we will ask parents to fill out a parent questionnaire to assess what the child can do already, your child's key person will carry out a baseline within the first month of your child starting, If the Key Person, after doing the baseline assessment and receiving back the parent's questionnaire feels that your child may need some additional support the Key Person will inform the Senco and monitor the child's progress as it may well be the child is unsettled due to the fact that they are new to the setting. Extra observations will then be done on the child and the child's progress will be reviewed after 6 weeks of starting. If after 6 weeks we feel they need some support we will plan additional activities which is also reviewed after 6 weeks and then if progress is still not made we will move the child onto IEP (Individual Education Plan).

*Each child will be monitored/observed and assessed and a record of this will be kept in their assessment file to ensure each child's development is maintained, showing abilities, progress rate and areas that need further assistance. They may identify your child isn't making the progress they should be and therefore would be concerned.

*If a child starts with us before they are three years old there key person will carry out a 2 year progress check before they are 3years old. This progress check may identify a child with SEN. This check highlights any areas in which the child may need specific support and identifies any emerging concerns. The check will also outline any strategies that we intend to carry out to address these concerns.

* Your child could be identified through our tracking system. Every term we track the children's progress, if your child is not making progress in certain areas of development then we look at why, we involve the parents as soon as this is identified.

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

When we take an initial enquiry from a parent/carer who has a child who has a known SEN or concerns about a SEN we will follow the follow our procedure which is, the child and parent are booked in for an initial meeting and show round the setting with the Senco or Deputy Senco.

We would then have a Pre-Entry meeting. At this meeting we will establish, the child's needs, any other agencies involved, any specialist equipment required.

If an SEN is identified after a child has started the setting, the key person will consult with the Senco. After consultation, the key person will speak to the child's parents and arrange for additional activities to be done for the child on the planning, this will be reviewed in 6-12 weeks time, if progress has been made we will continue with that level of support, If no progress has been made a discussion would be held with the child's Key Person, Senco and parents/carers and it would be decided if an Individual Education Plan (IEP) is required to support the child's progress. An IEP has targets set and this is reviewed every 6-12 weeks, all parents have an input in these IEP's and support plans.

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

Depending on the stage and development of the children we would ask the children and add this to the support plan.

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

We follow the EYFS curriculum for all children; however we adapt the way we deliver this for children with SEN. Each child has personalised activities and next steps planned which is arranged with the parents and the child if this age appropriate (children will tell their key person what they like to play with). Any group activities that are planned on the planning are adapted to support children with SEN. We also take into consideration the Characteristics of Effective Learning (COEL) which is the learning the styles of the children.

We will monitor the child's needs through record keeping and evaluation of planning so we can see the child's development and progress on an individual basis which is the same as other children in the group. This will enable us to see how well the tasks have gone and if they should be repeated in the future. Evaluations help us plan future activities for individual needs through this system and we can encourage and praise achievements.

All staff will adapt their teaching skills to meet the child's needs. The staff gets support from the Senco's at the setting who will support and role model strategies for the children. We also get support from our Local Authority who works closely us and they also give us strategies and support.

How we provide additional support if your child has learning needs

If an Individual Education Plan (IEP) was required to support the child's progress and no progress was made a discussion would be held with the child's Key Person, Senco and parents/carers. We would then ask the parents/carers to sign a consent form so that we can work with Pre School Inclusion team, or other agencies if necessary. If parents/carers agree to this, then a referral with the observations can be sent to the Early Support Panel and from this on to other agencies such as Pre-School Inclusion Team, speech therapist or other professionals such as Educational Psychologists.

If a child is awarded EIA (Early Intervention Allowance) this will allow the child's key person to work closely with the child taking into any strategies from other agencies involved.

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

The setting has a range of experience with children with SEN; this includes Cerebral Palsy, ASD (Autism Spectrum Disorder), vision impairment, hearing impairment and many more. We provide additional support where needed and this will be reviewed for each child as each children is different and their needs vary.

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

The nursery is flexible in adapting environment and activities for children. Other professionals will be consulted if needed such as the Occupational Therapist for specialist equipment such as chairs etc.

Staff will follow the SEN policy and then assess, plan, do and review cycle.

If a child had a medical need, we would seek advice from relevant medical professionals and we get any training needed. This would take place before the child starts. A Care Plan and Personal Emergency Evacuation Plan will put in place also if applicable.

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

As above.

How we promote developing independence

We promote independence through the daily routine. The morning and afternoon snack, both allow the children to access their snack independently such as pouring drinks, selecting food and washing their own pots. We have a self-service at dinner time for the older children in order to prepare them for school and further promote their independence. We encourage the children to tidy up the toys; we encourage the children to help with cleaning, such as sweeping up the sand. We also include independence through self-registration, letting children help setting the tables, encouraging them to put on their own coats. The make choices at choosing time where they independently choose where they want to play, they also choose which toys they would like to play with through the continuous provision.

The children help risk assess outdoors on a daily basis.

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

We measure progress through IEP and Support Plans and the targets set on these. We always ensure targets are SMART (Specific, Measurable, Achievable, Relevant and Time based), staff monitor this every session the child attends.

We review these targets every 6-12 weeks. The review include any people working with the child in the setting, parents/carers and any other professionals.

Staff also observe the child on a regular basis.

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

All our settings have full wheelchair access including a ramp and large front door at the nursery. We also have a toilet for the disabled located in one of the children's rooms. All of our furniture is child orientated and most of our rooms are spacious and our furniture can be re-arranged for a child if required.

Our settings are bright and stimulating for all children and we have a variety of areas and differentiated resources. Our environment is reviewed and audited yearly to identify any areas which need improving or any new resources that need ordering. We have risk assessments in place that are reviewed yearly and can be changed and adapted where necessary.

We have some sensory equipment however, we have no specialist equipment for all particular needs but we are willing to purchase some if it was needed and within our budget. We also have access to the Pre School Inclusion Teams Service that has extensive resources available. We have a range of resources to support staff with speech and language; we have a box containing different activities. We have a box with resources to support personal, social and emotional.

The children with SEND have a Care Plan and PEEP (Personal Emergency Evacuation Plan).

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

All children are included and supported individually. If needed we are happy to refer to our policy and make any changes needed. If we felt that the child's needs could not be met in our settings without additional resources, equipment or extra personnel, then funding will be sought to ensure that our provisions are appropriate to enable us to meet the child's needs.

Staff have experience with children with SEND; they develop good bonds and adapt their teaching skills to all children. If we needed support staff would work with other professionals.

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

The SENCO and other named persons for our provisions have completed the full SENCO training course provided by Pre School Inclusion Team and other relevant training appropriate to SEND. We have training on Autism during the three IDP's training, EDCAT training; we have also had in-house training for Speech and Language. We discuss and review SEND at every staff meeting and identify any training needs or development.

Other professionals give us strategies to work on with the children and the staff are shown how to implement these.

Staff attend any relevant training when provided by the Local Authority.

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

Staff has experience in working with various professionals such as the SALT team (Speech and Language Team), Health Visitors, Occupational Therapists, Physiotherapists and the Visual and Hearing Impairment Teams.

We also work closely with our Local Authority and SEND team.

How we prepare children to join our setting

When we take an initial enquiry from a parent/carer with a child who has a known SEND we would invite the child and parent to come and view the setting with the Senco or Deputy Senco and meet the staff, we would then book a meeting.

At this meeting we will establish:

1. The child's needs
2. Any other agencies involved
3. Any specialist equipment required

We would then offer a 12 week trial period for the child. At the start of the 12 week period an IEP or additional activities will be planned, these will be mutually agreed with the setting and parents. If any other professionals are involved the setting will contact them and ask for advice. A transition plan will be put in place following a discussion with the parents/carers, Nursery Manager and the Key Person. We give the child a booklet about their Key Person and room which contains photos.

How we prepare children to move on from our setting

Transitions for children with SEN will be handled sensitively and at the child's own pace.

We will liaise with local schools and teachers and once we are made aware which school the child will be attending we will invite the teacher to meetings regarding the child (with the parent's consent) several months prior to the child leaving our setting. The teacher/ new key person will also be invited to the nursery to see the child during a free play session and introduce themselves to the child. When the child does leave our setting either the SENCO/child's key person will pass over all information regarding the child to the teacher and explain any targets that the child is currently working towards and any other agencies that are involved.

In past years the child's key person has visited the child's new setting with them.

The Senco also supports parents in looking round new provisions if parents don't feel confident in doing so by themselves.

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

We have some sensory equipment however, we have no specialist equipment for all particular needs but we are willing to purchase some if it was needed and within our budget. We also have access to the Pre School Inclusion Teams Service that has

extensive resources available. We have a range of resources to support staff with speech and language; we have a box containing different activities. We have a box with resources to support personal, social and emotional.

Contacts for more information

For up to date contact information, please use the Childcare and School Search on the Families Information Service Home Page.