

## **Jumpin Jacks Day Nursery**

### **Brief description of the setting**

The nursery caters for children between the age of 6 months and 12 years. We provide spaces for 38 children.

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

We carry out regular observations and link them to the EYFS framework. We also carry out baseline assessments and track children. We also speak to parents when signing up and have regular meetings to discuss progress of each child.

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

We have regular meetings with parents to discuss the needs of their child, encouraging them to support their needs at home, and talking about what we implement at nursery. We provide parents with questionnaires about nursery, in order to make improvements where possible.

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

We take the interests of the children into account, reviewing these and adapting activities where required.

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

We receive support from outside agencies which are involved with the child. This helps us to reflect on strategies which are working, and ones that we may be able to improve on. We set reasonable targets on an IEP for the particular child to support their learning and development.

### **How we provide additional support if your child has learning needs**

We seek out additional support from relevant agencies who are involved with the child who support us in implementing strategies to support these needs of the children. We create an IEP and carry out activities in which to support the needs of the children.

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

We use concrete objects to support children in communicating. We have group activities to support the social development of children. We use simple language and visual clues. We also try to use gestures/ Makaton signs. We liaise with outside agencies where applicable.

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

We carry out observations and create an IEP to support the needs of the child. We seek advice from outside agencies related to the specific needs of the child for support.

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

We read stories based on families and friends. Due to a new management, in the near future we will be creating a family photo album to support the PSED of all children, providing opportunities for the children to look at photos of their families. We will also be planning play and stay sessions for the families of children to stay and play with their children and support them in nursery.

### How we promote developing independence

We have independent mealtimes where the children are able to serve themselves food and pour themselves a drink. We encourage the children to try and put clothing and shoes on independently when going outside. Children are also encouraged to wash their own hands before mealtimes.

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

We carry out regular observations and link them to the EYFS framework. We then carry out baselines which enable us to see the progress children have made. We then plan activities to support the children in order to progress them further.

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

We have a pre-entry meeting before the child starts nursery where we discuss in detail the needs children have and support that they may require. We then observe the children within the setting we record what is working for the children and what is not. We ensure the child is included within activities and receive equal opportunities to participate. We follow the children's interests in creating a welcoming environment, with the child's key person available to the specific child.

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

We follow the interests of the children and implement activities which they show interest in. We plan activities and differentiate these to suit all children and their needs.

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

The setting SENCO will carry out the SENCO training in order to educate them on what the role entails. The SENCO will then offer support to the relevant staff working with the child. Additional agencies working with the child will also work closely with the child's key person and provide advice on strategies to support the child.

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

We contact all the agencies who are involved with the child, and invite them out to the setting (where applicable). We speak to each agency about the child's needs and if there are any recommendations or strategies in ways we can support the child.

### How we prepare children to join our setting

We have a pre-entry meeting with the child's family and agencies involved before the child starts at nursery. This gives us the chance to discuss the child and gain relevant information around the child in order to support us to meet their needs at nursery. We provide settling in sessions for each child with the opportunity for parents to stay on the first couple of sessions to support the child and familiarise them with our setting.

### How we prepare children to move on from our setting

We invite individuals who will be working with the child from the new setting to come to nursery and see the child in our setting and to begin to familiarise their selves with them. We also have the child's key person go to the child's new setting with them to support them.

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

We model activities and provide hand over hand support where applicable to support the children to learn and understand the use of objects. We use resources which the children show interest in if possible to focus on their development, and support them with their learning.

### Contacts for more information

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