

Kiddiewinks Day Nursery

Brief description of the setting

Kiddiewinks is a one room Porta cabin with its own enclosed garden. It is situated in the grounds of Sandringham Primary School in Intake. We have breakfast, after school and holiday clubs that are run for children between the ages of 2 and 12 and also a preschool for children aged 2-4 that runs in term time. We can accommodate 16 children in each preschool session and approximately 20 in our clubs.

Statement as highlighted in Inclusion Policy:

At Kiddiewinks we aim to be an all-inclusive provision offering full access to a broad education for all children. Kiddiewinks promotes equality of opportunity and anti-discriminatory practice. We will ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual need may be.

Kiddiewinks is committed to working alongside parents to ensure their child's individual needs are met and that they are enabled to develop to their full potential.

We believe it is paramount to find out as much as possible about a particular child's condition, ethnicity, culture, religion or ability and how this may have an impact on their learning or care.

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

Practitioners take a graduated response to this identification of need. The graduated response consists of four stages of action – assess, Plan, Do, Review. Identifying if a child may need additional help and/or has a special educational need (SEN) is carried out in the assess part of the response.

Assess:

The child is allowed sufficient time to settle into the setting, normally 4-6 weeks depending on how frequently the child accesses the setting, however up to one term can be allowed to ensure the child is settled and comfortable before any formal baseline or observation is undertaken.

If an area of concern is identified then the key person will carry out three detailed observations which are specific and relevant. (A tracker and narrative observation should be included as part of the three). The observations should then be discussed with the setting SENCO to discuss next steps, support and any referral to other agencies necessary.

- Where a child is identified as requiring SEN support, the key person, working with the setting SENCO and child's parents should hold a meeting to discuss the child's needs and an individual support plan be decided upon. This initial plan should be reviewed regularly to ensure that support continues to meet the child's needs.
- Where there is little or no improvement in the child's development/progress then a more specialist assessment may be required from agencies outside of the setting. Where professionals are not already involved with the setting, the SENCO should make contact with them after obtaining parental permission.

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

When a child starts at Kiddiewinks a member of staff will talk to the parent about their child and will use this information together with observations during the settling in process to complete a profile sheet and baseline assessment. Any existing special educational needs, disabilities or health problems will be noted at this time.

If any child shows through observation and monitoring that they may need additional help a meeting is arranged with parents/carers to go through the observation and to also find out how the child's development is being displayed at home.

Parents/carers will be invited to attend all meetings, discussions and decision making regarding their child. If the parents/carers do not have English as their first language or are hearing impaired support will be sought for an interpreter/translator to attend the meeting. Parents/carers will receive minutes of any meetings and any copies of targets or Individual Education Plans.

Parents/carers are able at any time to access their child's development file and are able to arrange a meeting with the child's key person to discuss any aspect of their development.

Working closely with parents/carers; helps the practitioners to be able to identify quickly, in all aspects of development, if the child needs more support in one or more aspect.

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

Your child's interest and abilities will always be used for planning activities.

Planning can be altered quickly if the child shows other interest when entering the setting on any given day to ensure they are engaged and interested.

Through careful observation and assessment of your child, next steps can be made precisely and at an achievable level.

Wherever possible the child's voice will be listened to when reviewing their support.

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

We use differentiation when planning so that every child is involved in a learning opportunity regardless of their need or ability.

Teaching and learning approaches are altered to meet the needs of individual children to ensure that expectations are realistic and achievable for each and every one.

Advice and support is sought from relevant professionals as required to ensure teaching and learning are appropriate for children with SEND.

Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.

How we provide additional support if your child has learning needs

If your child has learning needs additional support is sought for staff from appropriate professionals as required to ensure that all teaching and learning is relevant and appropriate.

Additional resources or equipment will be sourced wherever possible and practicable to ensure inclusion for all children.

Help and advice can be sought about accessing funds to provide additional staffing should this be required to support the child effectively.

Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.

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

If your child has learning needs additional support is sought for staff from appropriate professionals as required to ensure that all teaching and learning is relevant and appropriate.

Use of concrete objects and pictures to reinforce expectations and instructions being given.

Referral is made to early support panel and support sought from pre school inclusion team for staff to ensure targets and planning are achievable and relevant for level of need.

Any reasonable adjustment to routines can be assessed and adapted if required to better meet needs of all children.

Help and advice can be sought about accessing funds to provide additional staffing should this be required to support the child effectively.

Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.

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

If your child has physical, sensory and/or medical needs additional support is sought for staff from appropriate professionals as required to ensure that all the child's needs are effectively met.

Referral can be made to outside agencies to acquire further suitable support for the setting to ensure it is meeting the child's needs and providing an inclusive environment.

Layout of the room can be looked at and any reasonable adjustments made to ensure access and safety are appropriate for needs.

Help and advice can be sought about accessing funds to provide additional staffing should this be required to support the child effectively.

Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.

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

Each child is given a key worker on their first day at Kiddiewinks and it is hoped that good relationships are fostered between them and your child enabling them to be confident and comfortable when they are at Kiddiewinks.

Small group time and circle time provide opportunities for talking and exploring feelings, emotions and just chatter to ensure every child's voice, ideas and interests are valued and respected.

Independence is promoted throughout Kiddiewinks encouraging children to face and solve challenges themselves. However staff still maintain an empathetic approach and are aware if children are finding a task difficult, providing the right amount of support without taking the child's independence away.

If specific difficulties are being experienced by a child then relevant professional advice can be obtained or parents can be pointed in the right direction to access it themselves should they so wish.

Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.

How we promote developing independence

Children are encouraged to do as much as possible for themselves throughout the routine for example wash hands, pour drinks and choose food at snack time, find their own coats and shoes, try to put them on independently, choose their own activities and resources.

Children are allowed to try things for themselves (in a safe environment) and if they fail offered opportunities to assess what has happened and make suggestions on how to try again.

Staff model activities to children and encourage them to try for themselves consistently so eventually they will learn to do it independently without being shown.

Resources are all at level that can be easily accessed to promote the child's independence when choosing, accessing and carrying out an activity.

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

The impact of the support provided will be assessed and evaluated jointly by the key person and SENCO, working with the child's parents and where possible taking into account the views of the child. The child's progress and development will determine any changes to the outcomes and support provided.

Support plan meetings will be held termly or a shorter timescale if agreed by all involved agencies, that it would be beneficial to the agreed outcomes. We follow this process by demonstrating the following practice:

- Monitoring all children's progress through the foundation stage. Presenting different opportunities or differing methods of learning when a child appears not to be making progress either generally or in a specific area of learning.
- Ensuring consistent good practise is maintained throughout the setting and deciding on exact procedures to be followed in conjunction with the need of the child.
- Seeking advice of an outside professional with specialist specific expertise to reflect on the difficulties a child may be experiencing.
- Intervention through SEN support is carried out when then child has an identified special need.
- Practitioners will ensure that children make satisfactory progress through Early Years Action and where a child fails to make satisfactory progress, the nursery SENCO may need to seek advice and support from external agencies. This form of intervention is referred to as SEN Support and requires a request to the Early Years Support Panel for the involvement of the area SENCO.

Each child has an individual learning journey, recording their development through the use of observations, evaluations and play plans. This on-going assessment is an essential part of the learning and development process of our children and all practitioners are required to ensure that through these files development is monitored and responded to adequately should the need arise. Assessments are carried out continually on all children in the setting during the day to day routine and judgements are based on evidence gathered from a wide range of learning and developmental opportunities provided. These assessments are used to update learning journeys on a regular basis and can be accessed by parents any time upon request.

When an early education practitioner who works on a day-to-day basis with a child or the inclusion coordinator identifies a child who is not making adequate progress or key person believes a child has special educational needs the following action will be taken:

- The key person will consult the nursery SENCO and they will then gather information about the child and make an initial assessment of the child's special educational needs.
- A meeting with the child's parent/carer will be arranged so the developmental progress can be discussed. With parental consent other agencies can be contacted for support.
- If considered necessary the setting's SENCO will seek advice and support from the external agencies such as the Pre School Inclusion Team, Educational Psychologists, Social Services and Health Services via a request through the Early Years Support Panel. This application is shared with parents and parental consent is required prior to the submission.
- The Early Years Manager, inclusion coordinator and the child's key person in consultation with the parents will decide on the action needed to help the child progress. This will be recorded with a Support Plan (named My Support Plan). The Support Plan will include information about the short term agreed outcomes set for the child, the teaching strategies to be adopted and any provision to be put in place that is additional or different form the normal curriculum plan.
- The child's progress will be continually monitored by nursery practitioners and the setting SENCO. Support Plan Meetings will take place at least three times a year. The child's parents will be invited to attend these Support Plan Meetings which will also be attended by the nursery SENCO and/or the child's key person. If parents are unable to attend, their views on the child's progress will be sought. Progress will be reviewed as the Support Plan Meeting and outcomes may be changed and adapted as required.

Professionals from the appropriate external support services will meet with the setting SENCO and colleagues to review the child's progress and advice on the most suitable form of external support. This could include:

- Advice in the new Short Term Strategies and Outcomes.
- More specialist assessments.
- Advice on the new or specialist strategies or materials.
- Providing support for particular activities.
- Specialist equipment or resources to enhance development.
- Staff training.

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

Through information gained from parents and other professionals if necessary at pre-entry meetings or home visits Kiddiewinks will seek to make any reasonable adjustments to the learning environment and facilities to ensure the inclusion of all children. Staff will treat all children in the same welcoming manner ensuring they feel valued and respected regardless of needs or ability.

Through careful observation and assessment of the child when they are in the setting it can be assessed if adaption, the learning environment, resources etc are safe and welcoming for the child and again if this is not found to be the case any further reasonable adaption will be made.

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

Children with SEND are included in the life of our setting the same as all others. Through staff training, obtaining outside support, differentiating of planning, making reasonable adjustments, careful observation and assessment, involving the child and his/her parents it is hoped that each child can be provided with the same opportunities and experiences and be able to be involved fully in the life of our setting.

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

Manager and Deputy Manager trained SENCO

Specialist training sought for staff as need arises e.g. epilepsy training, Haemophilia training

One member of staff trained in sign language

Training needs change dependent on cohort of children but these are identified in regular supervisions for staff and acted upon to find relevant training to ensure skills meet the needs of the children attending.

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

- Speech and Language Therapists
- Physiotherapists
- Health Visitors
- Community Nursery Nurse
- Community paediatric epilepsy nurse specialist
- Pre-school Inclusion Team

How we prepare children to join our setting

Following any disclosure to staff of an identified need prior to commencement at Kiddiewinks a multi-disciplinary pre-entry meeting will be required to gain a full understanding of the child's needs and any strategies that can be implemented to support the child from their time of entry.

Conduct home visits to meet the child and their family, gain insight into the child prior to commencement and to ensure the child is familiar with a face from the setting before they start.

Visits to the setting where the child can come with their parent and stay for an hour to familiarise themselves with both the setting and the staff.

Graduated settling in period, discussed with the parents and amended as necessary until parents/child feels confident to stay.

How we prepare children to move on from our setting

Liaise with new setting and pass on assessment files and information to help them prepare for the child transitioning.

Invite new setting to any meetings prior to commencement so they are familiar with needs and can begin to build a picture.

Transition visits with a member of staff to the new setting for length of time required to ensure smooth transition from one setting to another.

Welcome staff from new setting into Kiddiewinks to observe and meet the child in an environment where they feel comfortable.

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

All our resources are set out at low level so all children can access

A wide range of resources is available to cater for every need

Differentiation in planning allows for resources to be adapted to suit all abilities and needs

Advice sought from pre-school inclusion on suitability of resources for particular needs if required

Contacts for more information

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