

Little Learners Day Nursery

Brief description of the setting

Little Learners Day Nursery 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.

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

Practitioners will take a graduated response to this identification of need process by demonstrating the following practise:-

- 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 generically 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 the advice of an outside professional with specialist expertise to reflect on the difficulties a child may be experiencing.
- Intervention through SEN Support is carried out when a child has an identified special educational 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.

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

When a child starts at Little Learners Day Nursery a member of staff will talk to the parent about their child and will use this information to complete a profile sheet and baseline assessment. Any existing special educational needs, disabilities or health problems will be noted at this time.

We hold pre-entry meetings to discuss and agree expectations of care with parents and professionals and children are invited to attend a number of settling in visits.

Termly planning is shared with parents and key differentiated areas are highlighted. Regular parents evenings are held to discuss children's progress, as are regular support plan meetings.

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

When appropriate, children are invited to their own support plan meetings and their views, wishes and aspirations are documented within their person centred plans (My Support Plan), a child's key person can also act as the child's advocate alongside parents / carers to express the child's wishes during the support plan meetings.

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

Additional support is provided by the setting when an area of need has been identified. We have a number of highly skilled and experienced practitioners, with a wide knowledge and experience of working with children with SEND and complex medical needs. All practitioners are supported through the PSIT and agreed learning outcomes are produced following recommendations from all professionals involved.

Identifying and planning for each child's individual learning requirements and providing appropriate additional support for children with special educational needs in order to allow them to make the best possible progress.

Allowing children with additional educational needs to fully participate in all areas of learning in the setting by providing additional support, adapting activities and the environment using specialist equipment as appropriate.

An individual Support Plan is tailored to supporting the child, creating SMART Learning Outcomes and the desired aspirations of the child and parents.

How we provide additional support if your child has learning needs

Pre entry meetings are held in order to discuss and agree the expectations of care and requirements of each child.

There are a number of qualified and experienced, additional members of staff available to support children and their learning needs. Setting would carry out the graduated response to determine if additional support is required or if planning could be differentiated.

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

Pre entry meetings are arranged to discuss each child's needs, an additional member of staff would be allocated if agreed by all parties. A support plan would be drafted and initial support plan meeting arranged to agree proposed strategies. Setting will involve and work alongside all named professionals, such as the Health Visiting Team and Speech and Language to provide advice and recommendations for care and agreed learning outcomes.

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

Pre entry meetings arranged with all involved professionals and setting staff, settling in visits to be arranged and training to be allocated if required e.g. peg feeding. Setting to document settling visits and arrange an initial Support Plan meeting to review transition into setting and Support plan to be created.

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

Children are supported through activities planned using the EYFS in personal, social and emotional development and key person to monitor behaviours.

How we promote developing independence

As a setting we promote developing independence through prepared and planned activities, these are tailored to each child's individual's needs and requirements. Through tracking of the child's EYFS development practitioners are able to create independent opportunities which are within achievable expectations.

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

Children's progress is reviewed through daily monitoring of their agreed learning outcomes.

PLOD's created by the child's key person are monitored and development is tracked using the settings EYFS target tracker.

Long term outcomes are reviewed termly at support plan meetings.

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

As a reflection of our good practise and our commitment to providing high levels of care for children within the setting, Little Learners is identified through DMBC as an 'Enhanced Provision'. This has been awarded to the setting for work with inclusion and for the reflection of good practise through modifications to the building to allow every child to access our setting.

To ensure children enjoy a stimulating learning environment, the Nursery's rooms are separated into age and development-appropriate learning and play spaces. Each room has lots of

opportunities for developing and enhancing children's physical, social, emotional, cognitive, sensory and language skills through heuristic and creative play.

We have a sensory room which provides a multi-sensory atmosphere supporting interaction, discovery and communication skills for children of all ages. The modern sensory room helps stimulate awareness, motivation, relaxation and learning through activities including the use of sight, sound, touch and smell.

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

As we are an enhanced setting children with SEND are integrated into the daily routines as part of our inclusion policy. The setting SENCo supports practitioners to create an inclusive environment for all children and aims to meet all needs.

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

Educate – SEND code of practice policy training.

All staff BSL trained level ½.

Enhanced practitioners attending a range of behaviour.

courses such as managing behaviours.

Saturday SEN training course provided for all members of staff who wish to attend.

SENCo supporting supervisions of staff members for personal development.

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

- Senior Area SENCo
- Development officers
- Physical therapists
- Speech and Language therapists
- Health visiting team
- School Nurse
- On site audiologist and Speech and Language therapist

How we prepare children to join our setting

Parent's to complete a registration form

Pre entry meetings are then arranged with parents, the child and all professionals involved to create a profile of care and provision to support the child at the point of transition.

Settling in visits to be arranged at the meeting and SENCo alongside key person to carry out settling in records and feed this back to parents.

How we prepare children to move on from our setting

Transitions are planned through the support plan meeting format. The future setting is invited to attend the transition support plan meeting, the setting invites teachers, setting SENCo's or other appropriate professionals to meet the children in their comfortable environment. The setting can also support transitional visits into schools, with the child's key person as a support – it will then be written into the support plan, that the child requires this to support their emotional health and well being.

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

Staff members are allocated to support children who have a wealth of knowledge and understanding of supporting children with additional needs. Training is provided when appropriate to further the skills of the individuals. The allocated Early Interventional allowance also supports

the higher staffing ratios to meet the needs of the individuals. Recommendations from outside professionals for equipment are also taken into account and through the enhanced continuous provision of the nursery either the resources are re deployed into the appropriate room or sourced.

Contacts 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.