

Small World Day Nursery

Brief description of the setting

Small World is located in the small community town of Hatfield. Our children range from 3 months to 5 years with some children of 6/7/8 years returning to us for Holiday Club. We currently have 150 families registered to the setting and have 100 places available per day.

Our belief is to provide the very best for learning, safety, facilities, location, quality and service, ensuring excellent outcomes for children. We pride ourselves in our partnerships with parents and carers and our relationships with outside agencies. We believe we go above and beyond for our families and this was supported by our recent Ofsted Outstanding grade.

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

We have regard for the Code of Practice 2014 on the identification and Assessment of Special Educational Needs (SEN).

Small World adopts a graduated approach with four stages of action: assess, plan, do and review. This stage involves the identification of a child's SEN through:

- Information gathering about the child
- Taking action to meet the child's needs within the setting
- Monitoring and reviewing the progress made

Intervention at this stage could be triggered by an expression of concern by parents or key person and would need to be substantiated by evidence. Concerns may take the form of:

- Child does not make adequate progress (Makes little or no progress even with additional support).
- Continues to perform at levels below those expected of children of a similar age in certain areas of learning.
- Continues to present emotional and/or behavioural difficulties which the behaviour management strategies implemented by the setting have not shown improvement.
- Has physical and/or sensory problems and although provided with specialist aids and equipment continues to make little or no progress.
- Has communication and/or interaction difficulties and requires specific individual programmes to be able to access learning.

If we, in consultation with the child's parents, conclude that a child may need additional support to help him/her progress, the child's key person should seek the help of the Special Education Needs Co-ordinator (SENCO) who will:

- Ensure that a dated record of concern is entered on the child's record and the child's name added to the setting's SEN file/register
- Support the key person/s and the parents to assess the child's needs
- Provide advice and support when necessary to all the other staff in the setting who will have regular contact with the child
- Ensure that parents are aware of the local parent partnership services
- Contact specialist support such as Educational psychology, Social care, health services, the area Special Educational Needs Coordinator, Early Support Panel, where applicable.
- Together with the child's key person, parents and any other relevant parties, draw up a personalised learning plan (PLP) for the child. A person centred plan (PCP) may also be required.

If after regular reviews of the PCP, progress has been satisfactory a review may decide that the child will continue to receive support.

If progress is now at the level expected of children at the same age, it may be that the child no longer needs additional help. Where this is the case, the child should be observed for a term and if progress continues to be positive the child's name should be removed from the Special Educational Needs register.

If the child needs intervention from specialist services the Special Educational Needs Coordinator will request help from external services.

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

Parents/carers are involved from the very beginning. If a key person has a concern, their first point of contact is the child's parent/carer. This can help identify if the environment is a factor. If a child has a SEN on entry to the setting then a pre-entry meeting will take place before the child's start date. Here the parents/carers can provide the setting with as much information possible, to ensure that the setting is fully prepared to meet the child's needs; this may be adapting room layouts, sourcing specialist resources, making contact with relevant agencies. Starter sessions are offered to all our children and are tailored to their individual needs. These are discussed and arranged with parents/carers and vary from 2 sessions upwards, dependent on the needs of the child/family.

Parents/carers contribute to their child's personalised learning plan and are invited to the review meeting along with the key person and setting SENCO. Here the parents/carers can inform the key person of their aspirations for their child and targets are agreed by all. Parental consent is sought before any outside agency is contacted (Health Visitor, Early Support Panel etc). Regular meetings and discussions take place between the parents/carers and the key person and all is discussed is noted down in the SENCO file. Parents/carers are given copies of any reports/paperwork relating to their child and practitioners ensure they have a clear understanding of what it means.

In the past, the key person/setting SENCO have been a support to parents/carers in choosing and LEA school, going on visits to meet the teachers and look at the environment.

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

Practitioners gather information about children's preferences and interests through their daily observations. These are evaluated and taken into account when setting targets e.g. A child that enjoys emptying and filling will have targets that incorporate this in. Children who have developed their language skills will also have their voice listened to with discussions with their key person.

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

We have regard to the Early Years Foundation Stage (EYFS). Using the EYFS the key person sets targets based around the child's developmental stage as opposed to chronological age. We ensure relevant support is provided to help children reach their next steps/targets regardless of any SEN. Our practise is inclusive.

How we provide additional support if your child has learning needs

The additional support is dependent on the individual need of the child. We will assess the needs through discussions with parents/carers, key persons, setting SENCO and follow the correct procedures needed. This may be a referral to the Early Support Panel for a visit from our Area SENCO to support the practitioners with effective strategies, a referral to Speech and Language Therapy, Physiotherapy, shorter/staggered sessions to help ease a child's anxiety about being away from parents, enhanced ratio. We will source additional resources/training where needed and feasible e.g. makaton training.

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

As explained above the additional support that the setting will provide is dependent on the child's needs. A child with social and communication needs may require an enhanced ratio, support for their social interactions with others, a referral to Speech and Language Therapy, a referral to play therapy, and as a setting we would ensure that these were done and that we worked alongside any outside agencies, inviting them into the setting, sharing good practice.

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

As explained above the additional support that the setting will provide is dependent on the child's needs. A child with a physical, sensory and/or medical need may require the setting to be adapted for them, additional resources being sought, additional training required such as epi-pen training. The management team would assess the needs of the child and the setting and act accordingly, assuring that we adhere to our inclusion policy at all times.

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

We promote children's emotional health and well being by adhering to our safeguarding policy and the EYFS. The nursery will make every effort to be vigilant for protecting all children. Our prime responsibility is the welfare and well-being of the children in our care. We recognise that it is the responsibility of each member of staff to act quickly, (following the Multi-Agency Levels of Intervention) and responsibly in any instance that may come to their attention.

By planning next steps and support in line with the EYFS we can support children to develop a sense of self, individuality, independence, positive relationships, understanding of right and wrong, who to turn to for help, confidence in their abilities. All aspects of the EYFS are implemented into the daily routine throughout the setting from the welcoming, positive and safe environment created to the activities and experiences available.

How we promote developing independence

We promote independence throughout the setting: Children choose what they would like at meal/snack times from 2/3 options dependent on development. They are encouraged to access and pour their own drinks, take off and put on their shoes and coats. Children are offered choices of what they would like to do with the use of concrete objects to support them. Children explore their environment freely and independently choose the areas that they wish to access. Our Busy Bees and Kangaroos have a self registration peg system where the children are encouraged to find their own pegs, place their picture on it and hang up their belongings for the day. Children's voices are always listened to through our children's committee and through key person observations.

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

The manager completes a progress matrix every month, to monitor the progress made by each child that attends the setting. This document ensures that the manager can clearly see if steady progress is being made and if not can identify it straight away.

Children with Personalised Learning Plans (PLP) have an 8 or 12 week time scale, depending on their needs. These are evaluated on the specified review date, fed into the PLP and recorded both on the PLP and in the child's tracker book. All this information is kept in the child's development file. From these evaluations we can identify what targets to set on the next PLP and how we will support the child in achieving them. Longer term outcomes are documented on the child's PLP and planned for.

Children with Person Centred Plans (PCP) in place have their progress recorded through multi agency meetings and fed into their PCP.

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

We have a commitment in providing an environment that every child will enjoy acceptable risk and challenge, and that play reflects their interests, whilst ensuring that play and exploration, active learning and areas of development are implemented. We ensure that individual needs of the children are met and that all activities and experiences are age/stage appropriate. Risk assessments are conducted termly by the management team, with room staff individually risk assessing on a daily basis to ensure a safe environment at all times. We regularly refurbish our setting, making sure it is always appealing and welcoming to all.

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

We will promote 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 have regard to:-

- SEND Code of Practice 2014
- Statutory Framework for Early Years Foundation Stage 2014
- Race Relation Amendment Act 2000
- Sex Discrimination Act 1986
- Disabled Persons Act 1986
- Childcare Act 2006
- Working Together to Safeguard Children March 2013
- Doncaster Safeguarding Children Board, Multi-Agency Levels of Need September 2015
- Equality Act 2010
- Children and Families Act 2014
- The Children Act 1989-2004

We aim to create an anti- bias 'learning through play' environment, where all children are treated equally. Differentiation of activities and experiences is identified through each child's individual planning so that all children are provided with equal opportunities.

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

The setting has 3 qualified SENCOs who have sought training through DMBC. All staff have received in-house training from the SENCOs to gain a basic awareness of SEN. We are currently sourcing makaton training for the staff in our 2/3/4 year old rooms. 2 staff have also received 'fun on the floor' training which provided a holistic approach to all children's learning which we find very beneficial with SEN. The setting works very closely with the area SENCO who has provided support and enhanced the SENCO's practise. The area SENCO will model appropriate strategies for key persons and practitioners working closely with a child with SEN.

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

Area SENCO – Lynne Tomlinson, PSIT – Margaret Goodwin, Mandy Haddock, Bev Downs all go above and beyond for the setting, when needed.

Lillian Duffy – 2 year lead.

Early Support Panel

Health Visiting Team

Speech and Language Therapy

Education Psychologist

Physiotherapy

Visual Impairment Team

Audiology

GP

Children Centres

How we prepare children to join our setting

A pre entry meeting will take place with parent/carers, the child's key person and the setting SENCO, before the child is due to begin their settling in sessions. Other professionals from outside agencies, who are already involved also have the opportunity to attend this meeting. The purpose is to gather as much information possible about the child's needs so that, as a setting, we can have as much support already in place before the settling in sessions begin.

All children are offered settling in sessions. These sessions are tailored to meet the child/families individual needs. The settling in sessions are designed to ease the anxiety for parents/carers leaving their child at the setting and to begin forming the bond with their key person. On the initial starter session, the parent/carer will be provided with a parent pack and the child's key person will go through this pack with them. Inside are information documents about the nursery, what the child will need for their first day and photographs of the staff to help parents/carers familiarise themselves. The key person will work through a parent baseline (taken from the 'what to expect, when' document) and ask them to tick where they feel their child is achieving. The key person also explains how we track children's development, introducing them to the EYFS. Together with the parents/carers, we complete a 'my starting point', where the parents/carers provide 3 targets across the 3 prime areas, that they would like their child to work towards within their settling in period. The 'my starting point' form also details the child's care and welfare requirements and their interests and home life.

How we prepare children to move on from our setting

The key person and setting SENCO will make links with the school/setting/child minder that the child would be moving onto. The relevant party, once identified by parents/carers would be invited to meetings where they have the opportunity to discuss the child's development from all agencies involved and more importantly, meet the child and family. Key persons can visit the school/setting/child minder with the family to provide support. We begin to incorporate certain aspects of the new setting at nursery such as photograph books of where the child is going, uniforms in the role play area and arrange visits from the teacher/childminder etc to come and interact with the child, in the setting, where they feel safe and secure. This is not always feasible if the child is moving a distance away. The child's development file will go with them, which will hold all the targets set, progress made, evaluations for the next setting. We will also compile a transition report which is a personal account of where the child is in their development, how we support them in their learning and also what type of learner they are.

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

If it is felt that a child's needs cannot be met in the setting without additional personnel and or/equipment, funding will be sought to ensure that provision is appropriate to the child's needs. Staff may look at placing the child in other rooms within the nursery, to ensure the individual needs of the child are met, this will be done after consultation with outside agencies and parents/carers.

- Easy wheelchair access with ramps from garden
- Disabled washroom facilities
- Staff with specialist training. The Inclusion Coordinators have attended specific training courses for the role of Special Educational Needs Coordinators.
- Liaison with Pre-school Inclusion Team, Speech and Language Therapy, Early Years Service and other relevant outside agencies and access to their expertise.
- We will also look at the individual needs of the child, and if after discussions with Key persons/parents, and the use of all our inclusion/additional needs policies, with additional support from the SENCO, after a period of time, a meeting will be arranged to look at long term provision, and how nursery can support the child's individual needs
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs i.e. Speech therapist PSIT.

- If it is felt that a child's needs cannot be met without additional personal and/or equipment, funding will be sought to ensure that provision/resources are appropriate to the child's needs, and feedback will be given both to parents and the PSIT, where applicable.

SPECIALIST TOYS OR RESOURCES

- We have a variety of differentiated resources within our setting both indoors and outdoors.
- Staff supporting children with Special Educational Needs, will facilitate children in the seven areas of curriculum, and tailor these to meet their needs.

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.