

St Aidans Day Nursery

Brief description of the setting

At St Aidans we provide day care for children from 0-5 years. The building is set out into three main rooms; preschool, toddlers and babies. The building also has a kitchen, staff room and two offices. It is a 92 place nursery. The building is accessible through the front door which has steps or a side entrance with ramp.

The baby room is split into different areas; these include a nappy changing area, sleep area and two areas for different age ranges, for example older babies and younger babies. The baby room has 24 places with children aged from three months to two years. The babies have outdoor spaces, fenced off in the main garden area to the back of the building. The baby room is on the first floor.

The toddler's room has one main area and a toilet area. The toddler room can have 24 children aged two to three years. An outdoor area, which is at the side of the building, can be accessed from the main corridor next to the toddler room. The garden area has a sand kitchen, water play and bike and scooters.

The pre-school room has two main areas and the main access to the outdoors area at the back of the building. The room is split into messy and non-messy area and has a toilet area. The room has 46 places.

The outside area is to the rear and the side of the building. The rear area has a baby garden, digging area, sand kitchen, and nature area with a pond and a green house. The area also has a big table which is used for activities, snack and cold teas.

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

When staff raise a cause for concern they will begin by making informal notes and observations of the child in a range of situations. The EYFS will be used to track and assess the child's progress and to monitor their development.

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

The SENCO and staff ensure that the concerns of parents are listened to and consult with them at all times. The staff enhance and promote good parent partnerships and make them feel valued and at the heart of all decision making for the child. Parents will work together with staff and outside agencies to develop targets for the child's 'Personalised Plan'. Parents will access SEN Support plan meetings with the setting staff, SENCO and relevant outside agencies on a 6-week basis to review progress made. The meeting will allow for Parents to express their views and update the meeting on any changes made. Parents have the opportunity to contribute to the 'what's working and what's not' page in the person centred plan.

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

We will develop a 'one-page profile' for the child ensuring that their personality, interests, dislikes and best ways to support them are outlined. This will allow practitioners and other agencies to plan appropriately for the child's individual needs if they are unable to express them verbally. The child's progress towards their individual targets on the 'personalised plan' will be evaluated and recorded on a daily basis on 'monitoring sheet' the information collected will be evaluated on a whole after 6 weeks and a conclusion drawn which will be presented in the SEN Support plan meetings. The monitoring sheets will include in detail how the child co-operated with the targets, how they presented themselves emotionally and expressed their feelings.

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

All staff and practitioners ensure ongoing assessment of all children within setting to provide individual progression from birth to ward the early learning goals set out in the EYFS. Observations and assessments will be based only on what practitioner's witness children doing within setting and will consult with parents to ensure 'parent observations' are inputted. The observations and assessments will allow for individual learning priorities to be identified and allow for relevant and effective planning to be set in place for each individual child.

How we provide additional support if your child has learning needs

As a setting we aspire to accommodate to each Child's individual needs and will ensure appropriate actions are put into place for those children who need extra support. We would complete an appropriate referral to the PSIT to ensure we are able to receive the best support possible. Appropriate targets will be set in place and evaluated within the SEN support meetings to ensure that the targets are being met, and if not why, and how staff can improve the delivery of their practice.

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

The use of Makaton is actively encouraged within setting with the option for further training currently under way. Staff will use short and simple sentences to allow children to understand what is being said to them. Staff will always say a child's name before giving instructions; staff will also ensure they allow a child enough time to process what has been said to them. Staff will observe and assess a child's individual social and communication needs and if any concerns are raised they will have a discussion with parents. Parent's permission will be sought to contact the health team or speech and language therapist if they wish for the setting to do so.

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

We will ensure that each child is able to access as many areas as possible; we will make appropriate changes to these EG. Using the play tray on the floor if a child is unable to sit at the table. The setting would enquire as to whether the child is under and occupational therapist, if so the setting will make contact with them and arrange visits to allow the OT to provide support and information as to how the setting can best meet the needs of the child. The setting has a range of sensory toys and now also has a sensory den, which includes sensory lights, textile squares and fidget bags.

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

The setting aim to support each Child's individual emotional need by enhancing their self-esteem and promoting their confidence. Staff provide opportunities for children to be independent and will allow children time to 'have a go' before they would step in to assist them. Staff aim to teach and enhance skills linked in relation to self-control, turn-taking, regulating emotions, and communication to support emotional well-being. Staff will aim to develop good positive relationships with the Child's parents to enhance parent partnerships and to model a good flow of communication.

How we promote developing independence

We will actively encourage and support children's independence at all times. (Where appropriate) we encourage children to independently drink from a cup, we will assess whether a beaker or handled cup is more appropriate, and we also encourage good table manners and the use of cutlery where appropriate. Staff will encourage children to dress themselves, such as putting their foot into their shoes and pulling their zip up. Staff will individually assess every Child's needs and ensure they are offered appropriate opportunities for independence and give guided support when needed. Children are offered access to free flow play which allows them to independently access their activities of choice throughout the day. Children have access to the toilets at all times and staff support children appropriately when using the toilet/potty and actively encourage appropriate independent health and self-care.

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

Children have individual activities set each week as well as additional observations added into their files. The Childs tracker is continually updated and termly reports completed on their progress. As well as this process the setting SENCO will arrange SEN support meetings where parents, SENCO and other outside agencies will come together and develop targets to go into the Childs 'personalised plan' these targets will be evaluated on daily monitoring sheets. The information collected on the monitoring sheets will be evaluated within every SEN Support meeting (6 weekly) where the meeting will make a decision as to whether the targets are ongoing or need to be changed.

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

Children have opportunities to access both the indoor and outdoor areas as well as visiting the local environment on walks. There are risk assessments in place to ensure all these environments are safe and secure ensuring the welfare of the children is paramount. The setting had child locks and safety plugs in place as well as several fire exits. Our SEN children have 'PEP' (personalised evacuation plans) in place to ensure they have 1:1 adult support during the sounding of a fire alarm. The environment is welcoming to all children upon arrival where a welcome board greets parents and children, staff offer a warm welcome to all and ensure that they have time to.

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

We ensure that every child has the opportunity to access all areas of the provision, staff will put appropriate measures in place to ensure the safety and well-being of all children is paramount. We will liaise with parents to gain further ideas to enhance our practice. Staff will make sure that our SEN children are given equal opportunities within the setting ensuring that the environment is set up appropriately for each Childs individual need. For example, if a child in our setting cannot go for a walk as they will not hold hands we will ask parents to fetch in their 'special buggy' so that they also have an opportunity to go out into the environment with others.

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

Staff have a basic awareness of how to communicate with our children who have an SEN. They will support one and other and ensure that all staff are working consistently with the children. Management will offer additional training courses which staff can participate in, we currently have Makaton training and Autism training which will be completed in the near future.

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

We will always communicate with parents as they know their child best, we will ask them how they work with their child at home and reflect this within setting.

We work with a number of outside agencies, with parental permission including:

PSIT, Speech and language Therapists, Occupational Therapists, Educational Psychologists and Health Visitors.

How we prepare children to join our setting

Children are offered 2 x 1-hour taster sessions, however this is amendable and children can integrate gradually depending on their individual needs and social and emotional wellbeing. Parents will complete 'getting to know you' forms about their child. Staff will ask parents to fetch photos in of family to create and all about me photo book to.

How we prepare children to move on from our setting

The Setting SENCO will make contact with the Childs allocated school and will invite them to attend any meetings. The SENCO will also encourage the school to come into setting to observe the child during their daily route. The SENCO will suggest visits to the school with either their self or the key person along with the child to allow them to become familiar with the new environment and new routine. The setting will ensure that all up-to-date paper work and SEN files will be forwarded onto the allocated school.

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

The setting has a wide range of resources available for all age ranges. We have a variety of cause and affect toys, sensory and visual stimulants and problem solving resources. The setting would aim to enhance their resources as needed and when a large number of resources are deployed the setting will evaluate what resources would best suit each child as an individual.

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.