

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION

Name of Early Years Provision – Great Child Nursery & Preschool

Great Child Nursery & Preschool is where children and parents/carers work together in partnership to ensure that the needs of children are met uniquely because our primary aim is to provide learning experiences that are differentiated to meet the needs of each individual child to the best of our ability. In order to ensure we achieve this goal we minimise the difficulties that children and parents may experience when looking for childcare for any child. Some children may experience greater difficulty than others in different areas and will need some extra support to enable them to make progress and achieve their own goals. We recognise the need to identify emerging difficulties by:

- a) Monitoring and reviewing the progress made by children
- b) Responding to individual needs
- c) Overcoming potential barriers to access activities for learning
- d) To ensure that all children are included.

How will the Nursery/Pre-school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Great Child Nursery & Preschool believe that Special Educational Need has different individual roles that we can consider under four broad areas:-

- Communication and interaction – Where the children will receive support via communication table activities and intensive interaction.
- Cognition and learning – Where the children will be placed on a stepping ladder progress and that all goals or some will continue to step into a bigger goal in the end.
- Social, mental and emotional health- The child will receive support via workstation activities.
- Sensory and/or physical – To make sure that all children receive the same opportunities.

We at Great Child believe that a child is considered to have special educational needs if he/she has significant greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision.

The setting recognises the importance of early identification and intervention, as well as the assessment and provision for any child with Special Educational Needs.

Our Special Educational Needs Co-ordinator (SENCO) oversees the identification of children with special educational needs and the provision being made for them in the

setting. If you are concerned that your child may have special educational needs, please make an appointment to meet with our SENCO or your child's key person. The key person will remain responsible for working with your child on a daily basis. The SENCO will support the key person in carrying out activities and ensure that your child's development and learning are effectively monitored to ensure that your child has the best possible care.

For us to judge whether a child has Special Educational Needs initial information required would include some or all of the following :-

1. Two year progress checks
2. Observation records
3. Assessment on a child's progress in the prime areas of the Foundation Stage communication and language, physical development and personal, social and emotional development
4. Parental Observations
5. Great Child Nursery & Preschool Action Plan and Outcomes
6. Information from outside agencies (if appropriate)

How does the Nursery/pre-school evaluate the effectiveness of its provision for my child?

We are always alert and will action anything that we feel is a concern to a child or if they are beginning to show signs of emerging difficulties and we will respond early. We work closely with parents as they know their children best and it is our first and main aim that they feel that they are being listened to and that we understand when parents express concerns about their child's development.

If children do not make or show signs expected progress we use planned and targeted provision will be put in place, then a discussion will take place. We will then do a an Individual Health Care Plan or an Individual Education Plan detailing specific targets is put into place after discussing with parents. All interventions are monitored by the SENCO and your child's progress will be regularly reviewed to ensure that this additional support has had an impact on your child's progress. Interventions offered include support for play, interaction, social skills, speech and language.

How will both the Nursery/Pre-school and I know how my child is doing and how will the Nursery/Pre-school help me to support my child's learning?

All staff, led by the SENCO, will track the progress of children with special educational needs. This progress will be shared with you at our parent and key person meeting's, you will also be invited in termly to discuss progress against individual agreed targets.

How will Nursery/Pre-school staff support my child?

If your child has special educational need we will take action to remove barriers to learning and put effective provision in place. This support ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and of what supports your child in making good progress and securing good outcomes. This will be done by the nursery's own action plans at the initial meetings.

How is the decision made about the type and how much support my child will receive?

As well as a differentiated Early Years Foundation Stage curriculum, support can be in the form of planned interventions or an additional adult in the room to help facilitate learning and development this will be done on a regular basis. Resources are allocated based on the needs of the child. For example, a child who experiences social and interaction difficulties would be supported by our Area Special Educational Needs and Disability Co-ordinators (SENDCo), as well as participation in a Social and Communications Skills group. The Key person and SENCO, in consultation with you at a meeting will discuss the Individual Education Plan or the Individual Health Care Plan and will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There will also be a date set for review with all parties involved invited to attend.

How will my child be included in activities outside the Nursery/Pre-school setting including specific outings/trips?

All children will be encouraged and supported to take part in all trips and reasonable adjustments will be made to ensure that this can happen as we believe that all children learn better from first hand experiences. If your child has special educational needs and an upcoming trip may require further planning, the key person or SENCO will liaise with you before the trip to ensure that your child has every opportunity to take part.

What support will there be for my child's overall well-being?

We believe that our setting is welcoming, safe and stimulating where children are able to enjoy themselves, to grow in confidence and fulfil their potential to the best of their ability as we want to make this a home from home

We are committed and believe that it is fundamental to meeting the learning and development needs of every child through play. We know children learn best when they are healthy safe and secure, when their individual needs are met and they have positive relationships with all the adults caring for them. We provide an environment which is safe and secure for children to play, interact and develop.

In conjunction with our Managing Medicines guidelines we are able to administer on-going medication to your child and cater for their personal care. Staffs are trained in basic First Aid and we regularly update our training.

What specialist services and expertise are available at or accessed by the Nursery/Pre-school?

There may be times when the setting will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Area Special Educational Needs and Disability Co-ordinators, Educational Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. If your child has a special educational need that we had not encountered before, we would ensure that staffs are suitably trained in order to provide effective support.

How accessible is the Nursery/Pre-school both indoors and outdoors?

The setting is partially accessible for wheelchair users. There is a lift to the floor in which the settling is based, a wheelchair accessible parking as also available. Should specialist equipment be necessary e.g. a hoist for toileting this will have to be adapted as it is not available currently.

How are parents involved in the Nursery/Pre-school? How can I get involved?

We work together with parents/carers to ensure that children will achieve their potential, whatever their needs. Parents are invited to meet the key person twice a term and there is an additional open day in the summer term when parent/carer can see their child's work. Parents can also make appointments to meet with the key person if they feel an issue has arisen at any time.

If your child has special educational needs, you will also be invited to meetings with your key person or the SENCO to discuss progress.

The setting will always be willing and happy to talk to you about your child but if you have any concerns or worries, please do not hesitate to speak to your key person or the SENCO who will do their best to resolve any issues. Information about our Complaints Procedure can be found in our Complaints Policy which is available on the parent/carer notice board/table.

How will the Nursery/Pre-school prepare and support my child to transfer to a new setting or school?

If your child is moving to school, your child will be given opportunities to visit the school at different times during the school day and there will be an opportunity to meet their new class teacher. You will be invited in for a person centred planning meeting, which will also be attended by the SENCO of the school to draw up an Action Plan to ensure the smooth transition between the setting and school.