



What Hey Days Nursery has to offer for a child with Special Educational Needs and Disabilities

At Hey Days Nursery we have an allocated SENCO, who's role involves:

- ensuring all practitioners understand their responsibilities to children with SEN and the settings approach to meeting SEN.
- advising and supporting colleagues
- ensuring parents are involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting.

The SENCO has experience working with children with various needs such as, hearing impairments, speech and language/ development delay. Referrals have been put in to place by the SENCO for extra support/funding. When implementing and reviewing children's needs, the SENCO has worked with other professionals such as the senior childcare Inclusion officer, portage workers, health visitors, teacher of the deaf, speech and language therapists and autism outreach. These professionals have contributed to targets and strategies set in IEP's (Individual Education Plan) and supported staff in setting. The SENCO has also put in place Statements these are now known as an Education Health Care Plan.

At Hey Days Nursery all children have an allocated key person who is responsible for monitoring children's learning and development, building a relationship and communicating effectively with the parent/carers. Observations are carried out and using the EYFS (Early Years Foundation Stage) the key person would use this to monitor children's progress. If a child was under achieving their age and stage across the prime areas such as:

- Personal, social, emotional development (PSED)
- Communication and Language (CL)
- Physical development (PD)

The key person has the responsibility of informing the SENCO. The SENCO would then speak to the parent/carer and with parental permission a referral

would be put forward to the nurseries allocated childcare inclusion officer at Kirklees council or alternatively we would work together to put strategies in place to support the child's learning and development.

Within our setting we will continue to use IEP's (Individual Education Plan's) to monitor children's progress, we feel this is an effective clear process to see progress being made. Meetings will be arranged to implement an IEP and to raise concerns relating to a child's development. This allows us to work with the EYFS and to break down the stepping stones into small steps encouraging children to achieve. This will be discussed further in review meetings held every six weeks with parent/carers progress will also be monitored by incorporating a daily diary (if parent/carers feel this would be useful). This allowing both parent/carer and key person to monitor progress between home and the setting, It also gives parent/carer and key person the opportunity to share children's interests and achievements which can contribute to monthly/weekly planning.

Individual children needs are considered when organising activities/ trips in accordance with our risk assessments and or SEN and disabilities policy.

Views of children are taken into account based on their interests and incorporated into planning we also simplify activities and extend to support individual needs.

Depending on children's needs training maybe required e.g. makaton training due to child having a hearing impairment/ speech disorder. Therefore funded/ In house training maybe required giving the parent/carer the opportunity to be involved.

At Hey Days we ensure that if a child's first language is not English that they have full access to early learning opportunities and are supported in their learning. Before a child with a physical disability can access the setting we would advise that either the parent/carer or other professionals visit us and assess the environment, to give advice where required to allow us to make reasonable adjustments.

If we feel one to one support is required the SENCO would make a referral with the parent/ carer's permission this would be discussed in a review meeting.

Due to a large nursery setting we have a number of first aiders, training is updated every 3 years. Depending on children's medical needs further training maybe required, prior to them attending. We have a medication policy which parents have to sign at the beginning and end of the day. Medication is administered by senior practitioners only and all medication's that are signed for must be prescribed.

We have a bathroom area in the pre-school and toddler room, with changing facilities. We also have an accessible toilet which has access for a wheel chair. We will ensure where possible to provide a quality of access and opportunity and we will ensure that our physical environment, as far possible, suitable for children and adults with disabilities. The environment is all on one level with ramps however depending on the size of the wheel chair we have some internal doors that are narrower particularly within the baby/toddler room. Within the pre-school room there is availability for wheelchair access, due to wider doors and tables that are adjustable in height. At Hey Days we have a sensory room which is accessible to all children but especially stimulating for children with SEN and disabilities.

In setting we have a behaviour policy in place due to each child's individual needs we monitor/ observe a child's progress. If a child is showing inappropriate behaviour we use monitoring behaviour charts and look at triggers as to what behaviour occurs and the consequences. Parents would be informed on an evening of any inappropriate behaviour displayed. If behaviour continued to effect other children within the setting the parent would be asked to attend a meeting to discuss strategies which could be implemented to support the child's individual needs.

Training which has been accessed in the last two years includes:

- Makaton
- Behaviour management
- First aid
- Safe guarding
- SENCO training which is ongoing

Within the nursery setting we have a highly qualified staff team all Level 3 or above, Early Years Teacher (EYT), Nursery manager with BA working towards

honours in Early Years and proprietor with BA Honours in Early Years. We don't currently have any members of staff with specific SEN training however this would be accessed through possible funding depending on the individual needs of the child.

We have level 1 and 2 in e-quality Counts and working towards level 3 we hope to achieve this by July 2015 this level includes a section on SEN and overall good practice which we continue to offer.

On entry into Hey Days the introductory sessions are offered:

- 1st induction 1 hour - parent/carer to stay and induction to be carried out by allocated key person.
- 2nd induction 1 hour session on own
- 3rd induction 1 and a half hour session on own
- 4th induction 2 hours session on own

Depending on how the child settles more introductory sessions may be offered.

When children are due to transition from one room to another, parents are to attend another induction as their child will have another allocated key person.

Our aim at Hey Days is to prepare children ready for school, therefore transition forms are completed by the key person and parents are given the opportunity to contribute, this form is then sent to their allocated school prior to the summer term.

We attend transition days at our local school within the area, and encourage those schools out of the area to come to nursery to introduce themselves to the children that will be attending their school.

We hope you have found our proposal useful and if you decide to join our setting and have any further queries or you would like to know about availability you are welcome to come and discuss, e-mail or phone the nursery manager. Further advice can be sought after through Kirklees local offer or from our senior child care Inclusion officer.