The Warren Day Nursery

Brief description of the setting
We have an 89 place nursery which accommodates children 4 months to 5 years and an
additional building for 30 places of funded children aged between 2 and 4 years which operate as
mornings and afternoon sessions.

How we identify if your child may need additional help and/or has special educational needs
(SEN)
Through thorough planning according to the EYFS and observing our children we can see if they
are making adequate progress. If is seen not to be the case; practitioners will work on these
areas of difficulty alongside parents/carers to try to help the child achieve these goals. If this
input does not have an effect on the progress; we will meet with parents/carers to discuss
consent for further involvement from other agencies that are specific to the area of difficulty and
we will work alongside the pre-school inclusion team who will offer the practitioners support.

How we involve parents and carers in meeting the needs of their child and in whole setting
developments
Parents are greatly involved in all aspects of their children’s care and development. This starts
when they first attend the setting – filling in the eyfs alongside the child’s key person so they have
a baseline for their development. This is the time we will start to get info about the child’s
likes/dislikes/family background and interests along with any other important information. The
child will be observed during play for the first 4weeks then a play plan will be put in place which
the key person will do with the parent/carer using the child’s interests to plan to meet the goals
set.
If the child comes to us with additional needs we have regular meetings with parents and other
agencies to set goals/targets and discuss the child’s progress. Documents are copied for
parents/carers and agencies regarding what has been done with the child and their
achievements.

How we will involve your child in the planning and review of their support
We will ask parents for child’s interests when planning for the child, also careful observation of
play will tell us what they are interested in/not. If the child is able to communicate their interests
in any way; we will ask them.

How we match the curriculum, teaching and learning approaches if your child has SEND
If the child has an additional need we break down the goals so they are much more achievable,
we use different strategies/interventions to help the child to manage the curriculum and
sometimes if the children just don’t meet the eyfs we will use the developmental journal which is a
document that portage workers use with children with additional needs, where the eyfs is broken
down into much smaller goals, that even the smallest achievements are recognised.

How we provide additional support if your child has learning needs
If the child comes to us with additional needs or presents them at any time we will work with them
more closely in their area of difficulties to try to make adequate progress. If adequate progress is
not made we would get consent to contact other agencies to help support the child and we have
regular meetings with parents and other agencies to set goals/targets and discuss the child’s
progress.

How we provide additional support if your child has social and communication needs
If the child has these difficulties, we would first try to work with the parent/carer and child using
interests or a different strategy to support them, there may be a short term reason for the
difficulties that can be resolved. If this is not the case then we would with parental consent ask for advice or support from relevant agencies.

How we provide additional support if your child has physical, sensory and/or medical needs
If the child has these difficulties, we would first try to work with the parent/carer and child using interests or a different strategy to support them, there may be a short term reason for the difficulties that can be resolved. If this is not the case then we would with parental consent ask for advice or support from relevant agencies. We have documentation to support regular use of medication and staff are trained in specific medical needs if the child needs this. We have care plans for children who have any medical needs from skin conditions to PEG feeds or seizure episodes, this shows relevant and exact information regarding the child and their needs.

How we provide help to support your child’s emotional health and well being
All children require their needs to be met and their emotional well-being is an important part, even from a very young baby we meet these needs in a way that is appropriate for the children, as they all need this in different ways. From meeting their vocalisations for needs, teaching them socialisation with their peers and meeting their needs/wishes.

How we promote developing independence
We strive to promote independence in all our children, we do this from the very beginnings of our babies helping them mobilise, feed themselves and wash their hands and face, all the way up to toileting and serving themselves their food. We have lots of children with additional needs and this is just as important; we work alongside relevant agencies to help us help them to achieve this.

How we measure and review your child’s progress against their targets and longer term outcomes
We do observations and assessments on a daily basis for specific targets and on a weekly basis for planned targets. We monitor the progress made, adapt the target/activity if no progress is seen to allow achievements to be made. We record specific targets on a monitoring sheet and planned targets on our room planning sheets. We have regular meetings with parents to discuss playplans and their outcomes and set new goals. We have regular meetings with parents/carers of children with additional needs to discuss their progress and review the next steps.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND
We will look at our children and their needs and do an environmental audit to ensure the environment is suitable for them to learn and play in. If it is not for any reason, we will make changes as advised by outside agencies or parent/carers wishes.

How we include children with SEND in the life of our setting
We have had and still have many children in our setting with additional needs varying in complexity. We always include them in everything we do. We do this by differentiating the activities, routines and experiences so that they can join in with them and their peers.

How we ensure that all our staff are trained and supported to meet a wide range of children’s needs
We are part of the NHS and are required to undertake mandatory training and additional training to support skills and knowledge. The setting has 2 SENCOs in place whom have undertaken SENCO training and updates to be able to support the staff and the children with additional needs within the setting. For our children who have medical needs or individual needs requiring
specialist assistance we would source further training to be able to support those needs, for example epilepsy training and PEG feed training.

External support and expertise we can call upon to help us to meet children’s need
We have contact with many different agencies all offering the setting and the child support. We have speech and language therapists, physiotherapists, occupational therapists, visual impairment team, hearing impairment team, educational psychologists, health visitors, social workers, outreach nurses, support workers, pre-school inclusion team, nurse trainers, emergency practitioners and epilepsy nurses.

How we prepare children to join our setting
We will invite the parent/carer and child to visit the setting and see the all the rooms, particularly experiencing the room they will be in. We will then sit down with the parent/carer to get all relevant information about the child before they start so that if any specialist training or equipment in needed, we can source this asap. We will invite the child and parent/carer for taster sessions and when the child is settled we will ask the parent/carer to sit away for up to an hour so the child can make relationships with practitioners, other children and more importantly make a bond with their potential key person, who will be making note of the child’s interests. Parents are greatly involved in all aspects of their children’s care and development.
This starts when they first attend the setting – filling in the eyfs alongside the child’s key person so they have a baseline for their development. This is the time we will start to get info about the child’s likes/dislikes/family background and interests along with any other important information. The child will be observed during play for the first 4 weeks then a play plan will be put in place which the key person will do with the parent/carer using the child’s interests to plan to meet the goals set.
If the child has no additional needs then they will start the setting after these taster sessions. If they do have additional needs and/or agencies involved. We will then arrange a pre-entry meeting to invite all the agencies, parent/carer, child’s key person, setting SENCO. Where we will discuss the child’s needs further and if equipment, resources or training is required this will need to be put in place before the child starts attending. In the meantime the child will continue taster sessions.

How we prepare children to move on from our setting
We would invite the school to the setting to observe the child in their normal surroundings and staff would also visit with the child to the setting in which they will move to ie mainstream/special school. We strive to share as much information as possible to ensure their needs will be met when they move. For our children who have additional needs we would invite the school to the last support plan meeting before the child moves on, so that all agencies are there to provide relevant information and the parent/carer can ask all questions if not already raised.

How we deploy our resources to meet the needs of children with SEND
We share resources amongst the setting if they are age/developmentally appropriate. We make a lot of home-made resources to meet the current needs of our children. We purchase additional resources as and when required dependent upon the needs and we use resources from outside agencies that they would use with the children for example the visual impairment team.

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.