

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

JJ's Early Explorers Ltd

Type of Provision/Setting:

Pre-school

Number on Roll:

59

% of Children with SEND:

28.57

Date of last Ofsted:

14 July 2022

Range of Provision and inclusion information

1. How does the setting know if my child will need extra help?

Discussions with parents/carers

Talk to other members of staff

Discuss concerns with Early Years Area SENCO

Seek advice from other professionals e.g. SENCO, Health Visitor, Early Years Complex Needs Support Workers (formerly known as Portage Service), Early Years Team, SEN Assessment & Provision Team, Specialist Teachers, Educational Psychologists, Woodview, Physiotherapist, etc

Early Years Foundation Stage (EYFS) assessments, including 2 year old assessment

Key person observations of the child's play, learning, development etc

Observation, planning and monitoring the child's progress - Assess, Plan, Do, Review (Halton Graduated Approach)

Developmental checks

Comments

During childrens registration we will have the opportunity to discuss any concerns regarding your child's development. His / her two year old check is also used as a baseline assessment and is discussed with your health visitor. Their key person is responsible for carrying out observations in regard to the Early Years Foundation Stage, identifying areas of concern. Our trained Special Educational Needs officer, SENCO, then supports staff and parents to put the most appropriate support in place

2. Who is the best person to talk to if I think my child may have special educational needs?

Child's key person
SENCO in setting
Halton SENDIASS
Health Visitor

Comments

Joanne Galloway/Anna Cannon, SENCO, or Janet Brewer - Manager. However, your key person will share information with you on a daily basis and pass on any concerns you or they may have. We will work together in partnership with the plan do and review process and your input / opinion is valued as you are the first educator of your child's development

3. How will the staff support my child?

Providing the appropriate level of support
Following the advice from other professionals, where involved
Through an individual support plan agreed with parents/carers
Applying for funding for additional staff or resources if required
Attend relevant courses and research the child's condition

Comments

All our staff have experience of supporting children with SEN and disabilities and adhere to our inclusion and SEN policies, following procedures at all times. Our SENCO's work closely with the keyperson to ensure that any support plans are implemented on a daily basis. We also follow the graduated approach to identify specific needs, requesting additional support needed from other professionals. By drawing up an action plan with you and sometimes other professionals For example, speech and language, SEN support, specialist advisors putting smart achievable targets in place which will then help your child to make progress and reach their full potential. Other professionals specialise in specific areas of development and disability and continue to advise staff on various strategies /interventions which will be put in place in the setting and at home. This could also include using appropriate equipment or resources if necessary, An EHCP will be applied for and developed with parents and professionals involved.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Informal feedback on collection each day, phone calls etc
Observations and assessments to be shared via online secure journals/Parent-zone App (e.g. Tapestry etc.), Social Media (e.g. What's App, Facebook) and during face-to-face progress meetings
Involvement of parents/carers in writing individualised SEN Support Plan

Regular review of the child's individual SEN Support Plan
Activities to be shared with parents/carers which can be carried out at home

Comments

The settings SENCO and your child's key person will invite you in for progress update, changes in child's plan and a general wellbeing meeting, usually every half term. During these reviews we will discuss things to do at home. Advise on toys, books, communication methods and sharing things that have worked or may need to discuss and change things that haven't. We also use online journals called Tapestry, where weekly observations are posted to you to show progress your child is making. We also use this as a communication tool to share experiences from home and you can upload photographs from home or ask any questions directly.

5. What support will there be for my child's overall wellbeing?

Nurturing, safe, secure environment for children to have fun, develop positive relationships, build their independence, self-esteem and self-confidence
Social interaction with peers encouraged
Detailed policies, procedures and risk assessments in place
Individual planned activities to support achievement
Staff First aid trained
Staff Medication trained
Setting have received HHEYS accreditation

Comments

Safety measures are carried out on a daily basis to ensure that all our children have a safe and friendly learning environment for them to develop through play. These measures are interwoven within our policies and procedures in line with the welfare standards of the EYFS.
Children's health and wellbeing is paramount in our setting and we will put in place whatever means and support is out there to nurture their needs. This may include; personal risk assessments, accessing specific training, carrying out medical interventions in line with policy and procedures, first aid and most importantly safeguarding. We strive that all our children are included and given every opportunity to be happy, confident, unique little individuals ready for their next learning journey.

6. What specialist services and expertise are available at or accessed by your setting?

Speech and language specialists
Occupational Therapist
Physiotherapist
Early Years Complex Needs Support Workers
CAMHS
Children's Social Care
Community Nursing Team
Children Centres
Health visitor
Family support worker
Hearing/Vision Impaired Service

SEN Service Specialist Teaching & Advisory Service
Educational Psychologists
Early Years Area SENCO Team
Early Years SENCO (in setting)
Multi-agency/professional meetings with parents/carers and child to review progress
Staff regularly attend training as part of their continuous professional development

Comments/Other services

We work with an extensive range of support services and access both new and updated training. This is not an exhausted list but some services we use are detailed

7. What training have staff supporting children with SEND had or are having?

WellComm screening/assessment
Hanen
Elklan training/accreditation
Communication Friendly Spaces accreditation
PECS
Every Child a Talker (ECAT)
ICAN accreditation
Solihull training
Mindfulness and Emotional Wellbeing training
Makaton training
Autism Awareness
How to apply for an EHCP workshop

Comments/Other training

Staff access training to support children's needs whenever possible, which is ongoing throughout the year. If a child comes into the setting needing more specialised support then we strive to access any additional training to enable them to be fully inclusive and access the whole of the learning environment.

8. How will my child be included in activities outside the setting including trips?

Personalised risk assessments in place for trips/outings
Risk assessment obtained from place visiting
Activities will be adapted to include all children, including those with SEND, where possible

Comments

Our inclusion policy demonstrates how children will have access to the full curriculum including trips. A full risk assessment will be in place to ensure the safety of your child at all times and additional staff will be on hand to escort your child. On some occasions you will also be invited to join us, alongside other parents to share the experiences together as one community.

9. How accessible is the setting?

Access ramp
Accessible toilet/changing facilities
All on one level, no stairs
Disabled parking/large car park
Enclosed garden for outside provision
Furniture is height adjustable e.g. tables
Large open spaces, corridors, outdoors areas
Wheelchair accessible

Comments

our environment is completely accessible and on one level. Tables are also adjustable to accommodate a wheelchair, walking frame or specialist high chair.

9a. Provide the web link to your Accessibility Policy or advise if available to view within setting

Policy can be viewed within setting

10. How will the setting support children with autism and social communication difficulties?

Routine and structure emphasised within setting, instructions clear, simple and direct
Use of visual cues
Use of Visual timetable
Use of Now and Next boards
Use of Objects of Reference
Staff trained in Makaton sign language
Sensory resources available/ access to sensory room
Work with other professionals and refer into services to support the child's needs as appropriate

Comments

All staff are trained in autism awareness and have experiences with working with children social communication difficulties. Two members of staff have accessed ELKLAN training supporting communication in children with complex needs.

We have various sensory resources to stimulate or calm a child who may be anxious. We have also included Bucket Therapy into our daily routines to focus joint attention

We work closely with other professionals and refer into services to support individual needs.

11a. How will the setting prepare and support my child to transition into your setting?

Settling in visits (short visits before child starts at setting)
Staff liaise with parents/carers and provide regular feedback regarding child's settling in during the induction period
Collate information about the children, e.g. likes/dislikes, activities enjoyed etc. during induction
Health Care Plan completed, if necessary

Risk Assessment completed, if necessary
SEN Support Plan completed, if necessary

Comments

Before your child starts in the setting you will be invited to have a short stay and play session and discuss any concerns you may have whilst giving your child the opportunity to meet the staff and to get familiar with the surroundings. We ask that you complete an all about me form, which informs us of your child's, likes, dislikes interests and motivators, to help them to settle.

Any other specific, information is also gathered at this time for example, does your child have any triggers which may cause them distress or any special comforters they may need to bring with them.

11b. How will the setting prepare and support my child transition to another setting/school?

SEND Transition meeting with new setting/school, parents/carers and other professionals
Appropriate documentation is securely shared with new provider

Comments

When transitioning to another setting our SENCO will arrange to meet with the school and yourself to share all information in order for them to settle your child appropriately. Sometimes our SENCO may accompany you on visits to new environments to support you as a family. Also we will share communication passports, photographs and any supporting documents to make your child's transition as smooth as possible

12. How are the resources allocated and matched to my child's Special Educational Needs and disabilities?

Resources recommended by professionals allocated on a needs assessed basis
Application made to the local authority for additional support, if necessary, e.g. Top-up Funding, EHCP needs assessment, DAF

Comments

We take advice from professionals as to what will be beneficial to an additional need. Staff will also research the best resources and speak to you as parents around your child's interests and motivators.

Additional resources may be identified on your child's SEN support plan as part of an intervention / strategy to help your child to develop and achieve. These resources will be obtained using any additional funding from the LA

13. How are parents currently involved in your setting?

Open-door policy
Stay and play sessions
Regular newsletters
Parent/Carer feedback form used to gather views
Parent/carers involved in planning individualised SEN Support Plans and their reviews
WhatsApp/social media
Online secure journal (e.g. Tapestry)

Comments

We also invite parents in to join in with social events, or celebrations. Parents may also come in to share skills, or knowledge like gardening, maintenance, cooking or helping with communication for children with English as an additional language

14. Are the following documents available for guidance on your setting website or on request?

Inclusion Policy
Equality and Diversity
Safeguarding Policy
Complaints Procedure
Personal Care Policy
Behaviour Policy

15. Please list any experience you/your staff have had working with children with SEND e.g. ADHD, Cerebral Palsy, Tracheotomy Care, etc.

ADHD
ADD
Autism Spectrum Condition
Dyslexia
Dyspraxia
Downs Syndrome
Cerebral Palsy
Epilepsy
Global Developmental Delay
Hearing Impairment
Visual Impairment
PICA
Physical and /or Complex needs
Speech, Language and Communication Difficulties
Social, Emotional and Mental Health
Sensory Processing Difficulties
Diabetes
Asthma/Allergies
Dietary Needs
Epi-Pen Training

Comments

We welcome all children into the setting and will try to access any additional training when required. Our aim is that we are an inclusive practise and will do our very best to adapt our setting to suit any child's individual needs. We try to match all children to the key person who is most experience in supporting their needs and interests and pride ourselves on helping children to achieve to their full potential

Useful SEND Contact Information

- Halton SENDIASS: <https://sendiasshalton.co.uk/> or Tel: 0151 511 7733
- Halton Local Offer (main Homepage): www.halton.gov.uk/localoffer
- SEND Contacts: <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

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Please enter the date form completed below:

09/05/2023