

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2023-2024

Setting/Provider Name:

Palacefields Daycare Centre

Type of Provision/Setting:

Day Nursery/ Full Day Care Nursery

Number on Roll:

50 including After school and Holiday Club

% of Children with SEND:

12

Date of last Ofsted:

18/05/2018

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

We are a small setting, so the SENCo's know the children well, as do the children's individual key persons. We also have close relationships with our parents and overall this makes it easier to identify any issues.

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
GP

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

Following appropriate policies and procures
Attending any relevant courses and researching information where appropriate
Completing individual support plans
Providing appropriate support
Seeking and following advice from SEN professionals

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

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

Comments

We have space available for one to one interactions where necessary. We have purchased additional resources when required. All staff attend regular training and ensure that knowledge is current.

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

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

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

Comments/Other training

Both SENCO's within the staff have SEN qualifications. One of the SENCO's has accessed PEC's training, one is trained to use bucket therapy. 90% of staff are able to use simple Makaton.

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

Parents will be invited to join trips.

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
Wheelchair accessible

Comments

Building has access ramp to main door. All rooms have a wide access point.

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
Work with other professionals and refer into services to support the child's needs as appropriate

Comments

We have areas for quiet time
Links with other professionals
Support parents with accessing services and completing paperwork

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

Settling in sessions are according to each child's individual needs
HCP and SEN support plans completed where appropriate
Admission packs include questions regarding Health needs, any SEN, likes and dislikes

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

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

13. How are parents currently involved in your setting?

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

Comments

Parent questionnaires
Class Dojo
Summative assessments and next steps shared with parents
Open door policy
Emails
letters
Notice board
Handovers
Parent meetings
Graduation
Tea/coffee mornings

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
Autism Spectrum Condition
Dyspraxia
Downs Syndrome
Epilepsy
Global Developmental Delay
Visual Impairment
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

SENCo/manager has experience of working with a child with Down Syndrome, a child with Visual Impairment and a child with severe Scoliosis. Staff have experience with Global Developmental Delay and Autism.

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:

10/05/2023