

# Childcare/PVI SEND Information Report

## Childcare Provider Details

### Select from drop-down list:

2023-2024

### Setting/Provider Name:

The Park Day Nursery

### Website or social media details:

Facebook - The Park Day Nursery

### Type of Provision/Setting:

Day Nursery/ Full Day Care Nursery

### Number on Roll:

71

### % of Children with SEND:

7.042%

### Date of last Ofsted:

23/02/2023

## 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

## **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  
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

## **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  
Setting have received HHEYs accreditation

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

Speech and language specialists  
Occupational Therapist  
Physiotherapist  
Health visitor  
Hearing/Vision Impaired Service  
SEN Service Specialist Teaching & Advisory Service  
Educational Psychologists  
Early Years Area SENCO Team

Early Years SENCO (in setting)

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

Communication Friendly Spaces accreditation

Every Child a Talker (ECAT)

ICAN accreditation

Solihull training

Mindfulness and Emotional Wellbeing training

Autism Awareness

How to apply for an EHCP workshop

## **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

## **9. How accessible is the setting?**

Access ramp

Accessible toilet/changing facilities

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

## **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

Sensory resources available/ access to sensory room

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

## **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

**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  
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)

**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  
Cerebral Palsy  
Epilepsy  
Global Developmental Delay  
Hearing Impairment  
Physical and /or Complex needs  
Speech, Language and Communication Difficulties  
Social, Emotional and Mental Health  
Sensory Processing Difficulties  
Asthma/Allergies  
Dietary Needs  
Epi-Pen Training

## 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](http://www.halton.gov.uk/localoffer)
- **SEND Contacts:** <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

### Name:

Lynne Walsh

### Phone Number:

+441928568118

### Email address

[parkdaynursery@btconnect.com](mailto:parkdaynursery@btconnect.com)

### Please enter the date form completed below:

10/05/2023