

Childcare/PVI SEND Information Report

Childcare Provider Details

Select from drop-down list:

2022-2023

Setting/Provider Name:

Willow Kids Club

Type of Provision/Setting:

Out of School Club e.g. After, Before or Holiday

Number on Roll:

394

% of Children with SEND:

11

Date of last Ofsted:

10th May 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
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 pride ourselves in developing good positive relationships with parents upon registering their child at club, completing additional informs if their child has SEND and what their individual needs are. Parent's often share with us their child's support plans, meeting notes and observations from other professionals, and also attend parent meetings at club to discuss their child's individual needs further, to adapt support plans and behaviour plans to how we can help them at club within a different environment to school or home.

We have developed a good communication with all schools we collect the children from, sharing information with parent's permission on support plans in place to implement at club to continue a good level of care to those with SEND.

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
Health Visitor

Comments

Our staff work in close partnership with all parent's and other professionals, that we are able to point parent's in the right direction and towards those who can offer more support and information about their child's individual needs.
We have display boards and a parent file on display in our entrance area parents can look through and read.
Staff will attend relevant training on children's conditions, to gain knowledge and understanding of the child's condition and to assess, plan and devise steps to take to support that child during their time at club.

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
Attend relevant courses and research the child's condition

Comments

Due to being an independent business, we do not get funding.
Our staff will attend the relevant training based on a child's individual needs.
Often a meeting with the parent is offered to help inform all staff about the child's condition and individual needs.

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

Comments

All parent's have access to their own profile on our ParentZone app, staff regularly keep parents updated on their child's day sending photos, 'moments', meal updates, messages and booking

confirmations.

Staff meet the parents daily at the door and will give informal feedback, as well as answering parents on the phone, emails and messages.

We regularly share Facebook posts of events, newsletters, important dates and information for parents to read as well as photo's of the children partaking in fun activities throughout their time at club.

Regular opportunities to involve the parent in having an input on changes within the club, attending parents meetings, having a say on what their children could do when at club and getting involved in any developments at club, like brining in materials for bug house, show and tell, careers day etc.

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 are a play-based setting, encouraging positive relationships with peers and building independence, self-esteem and self-confidence through providing a safe, secure and fun environment for all children.

We have children all various ages from 3years to 11years, it gives the children the opportunity to interact with peers.

Offering opportunities for the children to experience, that they may not experience at home, trips out during summer holidays, bouncy castle and festival events, animal visits, local visits from the Fire Marshalls and Community Police Office.

We have policies and procedures in place, all staff hold the relevant qualifications and are first aid trained.

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

Communication Friendly Spaces accreditation

PECS

Mindfulness and Emotional Wellbeing training

Makaton training

Autism Awareness

Comments/Other training

Mental health and awareness training

Understanding behaviour that challenges

Behaviour and self-regulation training

8. How will my child be included in activities outside the setting including trips?
<p>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</p>
9. How accessible is the setting?
<p>Accessible toilet/changing facilities All on one level, no stairs Enclosed garden for outside provision Large open spaces, corridors, outdoors areas</p>
9a. Provide the web link to your Accessibility Policy or advise if available to view within setting
<p>Policy can be viewed within setting</p>
10. How will the setting support children with autism and social communication difficulties?
<p>Routine and structure emphasised within setting, instructions clear, simple and direct 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</p>
Comments
<p>We have created a safe space called the Zen Den to help support those with additional needs. Sensory resources, lights, fidgets and mindful jars are available as well as planned focused activities led by the staff. Talk time discussions about feelings and using the 'Worry monster' and 'colour monster' as aids to express yourself.</p>
11a. How will the setting prepare and support my child to transition into your setting?
<p>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 Risk Assessment completed, if necessary SEN Support Plan completed, if necessary</p>
11b. How will the setting prepare and support my child transition to another setting/school?
<p>Appropriate documentation is securely shared with new provider</p>
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?

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
ADD
Autism Spectrum Condition
Dyslexia
Downs Syndrome
Epilepsy
Global Developmental Delay
Speech, Language and Communication Difficulties
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
- **SEND Contacts:** <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/>

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Please enter the date form completed below:

15/06/2023