

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

- *How do you identify children/young people with special educational needs?*

We initially appoint a key worker to work closely with every child that attends Honey Pots, this enables the staff member and child to create a bond in the early stages of settling in. This system is widely used in the childcare industry and enables staff members to create clear lines of communication when dealing with concerns or any already known additional needs be it medical or cognitive.

We have a dedicated SENCO at Honey pots, their main role will be to report and monitor children with additional needs within the setting. They will update and maintain current skills and theories concerning children with additional needs. They will also be the main liaison for outside agencies ensuring referral processes are dealt with as efficiently as possible and be a point of contact for parents and staff members when required.

During this time period initial assessments are made to baseline the children's development alongside any initial observations made by other staff members to create an initial impression of the child's development. We then identify any needs that become apparent and assess using recognised guidance tools combined with previous experience to provide the best support possible.

Providing support also consists of furthering our existing working relationships with Early year advisory service and WSCC outside agencies such as Speech and Language, Health visitors and other health care professionals. We have had long standing positive work relations with these agencies and consistently update our skills and knowledge base.

- *How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?*

If you have any concerns regarding a child's development, we urge you to always share your concerns with the key work or any other member of staff. We have great experience and knowledge of pathways available to support the child and their family, we will always take any discussions or raised issues seriously. We address your concerns in a timely manner keeping yourselves and the relevant agencies informed ensuring clear, correct, and relevant information is passed on creating the best care plan available.

We are not a specialist setting however we do provide specialist care where possible, we can cater for additional needs whether it be social, cognitive or medical. We undertake all of the relevant training required to provide the correct level of care and seek to build upon our current skills base.

When visiting the nursery please discuss any pre existing known needs or any concerns you may have and we will work together to achieve the correct level of care for the child.

2. How will early years setting / school / college staff support my child/ young person?

- *Who will oversee and plan the education programme and who will be working with my child/young person and how often?*

Each child is allocated an individual key worker who will personally track, monitor and assess each child that is assigned to them. This person will have regular contact with the child and have dedicated assessment time once a week to gather evidence and process the findings.

A key worker is assigned as soon the child begins attending the setting, other staff members will also be able to contribute to gathering evidence of learning and development through our online assessment tool.

- *What will be their roles?*

Their primary role is to create a close bond with the child from the offset, they will then continue to follow the child's progress throughout their time at Honey Pots.

Their other roles will include creating a good rapport with the child's parents/carers, informing the team of any changes to the child's routine or care plan, gather evidence from other staff members to create a broader picture of the child's development and will be the main point of contact for parents/carers as well as staff when dealing with said child.

- *Who will explain this to me?*

When parents/carers start attending Honey Pots the child's key worker will be made known during the induction phase and be made known prior to the settling in report being created. A member of management will make the key worker known to you during the warm up period and will also be able to identified via our online assessment tool. A list of the key workers and assigned children are also displayed within the setting.

- *How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?*

We regularly liaise with Early Years Advisory service and other education/healthcare professionals to keep our procedures updated and current, we also undertake specialist and statutory training that is available. We share these practices this with staff peer to peer training sessions and constantly revisiting our skillsets in and around the setting.

We measure this by how our children respond and react to the curriculum and leaning opportunities we provide; we gauge the effectiveness by assessing the children's progress and how they are developing against the Early Years Foundation Stage framework. During our review process if we notice any shortfalls we address these with immediate effect and seek to find the source of the issue.

3. How will the curriculum be matched to my child's/young person's needs?

- *What are the setting's / school's / college's approaches to differentiation?*

At Honey Pots Childcare we have a broad range of resources available to enable us to differentiate our learning opportunities, we take pride in being able to offer learning opportunities to the children in our setting in various ways such as;

- Celebrating a wide variety of religious/cultural celebrations/events
- Providing communication support for children with additional needs such as Visual aids, Visual prompts and Makaton trained staff
- Updating themes and curriculum planning on a termly basis
- Providing multi sensory activities that promote play and open discussion
- Using our outside area to source resources and provide different learning environments
- Listen to the children's views and draw upon current interests to gain a natural level of engagement in learning
- Providing learning opportunities that are relevant to the children's level of development, we adapt activities and learning to suit that child's next step targets and developmental needs.

- *How will that help my child/young person?*

Having a diverse approach to children's learning allows each child to progress at their own pace yet still be given the same opportunities to learn as their peers regardless of their development.

This approach also allows all of the children at Honey Pots Childcare to access the topic/theme of the term and gain the most they can without having the concern of feeling excluded in play or activities, immersing them in the topic/play associated with the curriculum enhancing their learning experience.

By having a fully accessible curriculum the children at our setting are given the best start possible on their journey through education. By having an awareness of each individual child's needs and interests we can adapt our teaching styles and expectations to set realistic goals allowing the children to learn at their own pace.

From understanding the children's rate of development, we are then able to adapt our teaching and provide the correct support and pathways that are required giving each child the chance to fulfil their potential.

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

- *In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?*

At Honey Pots we provide the chance to discuss the children with parents/carers at a consultation evening, we have these during the academic year. This enables all those concerned with the children's welfare can meet and share any concerns/achievements that may not necessarily be able to happen on a day to day basis. This also gives the parents/carers a chance to meet those who are caring for the children and form a stronger relationship benefitting the children.

Parents/carers are more than welcome to request a meeting or discussion with team members concerning their child's learning/care upon request. The nature of these meetings can regarding any aspect of the child's life and will be handled in confidence where some issues are best shared in person as opposed to electronic communication.

We offer open mornings once a term, these mornings are a great chance for parents/carers to attend Honey Pots Childcare alongside their children as part of their normal day, this allows staff to meet and share their time with all those involved. This also allows the children to share and explore their day with all those closest to them. During this time parents/carers and staff can share experiences and build a rapport with staff to aid the children in our setting where needed.

- *How does the setting / school / college know how well my child/young person is doing?*

We use an online assessment/development tool called 'Tapestry'. Many other settings use this assessment and evidence platform which is highly recognised within the childcare industry.

This tool enables us to create an online profile for each child, gather evidence, assess and share the children's work with parents/carers via their own online login. Tapestry works in conjunction with the Early Years foundation stage framework and is regularly updated if the framework is changed.

This tool allows us to gather a wide range of evidence from photos, written notes, videos and document observations that are cross referenced with the EYFS, this is then used to create Next step targets ensuring steady progression for the children.

Parents/carers can access all of the observation as well as upload their own findings/experiences with their children that will be taken into account when updating their learning profiles.

Once each child is ready for school, we can transfer each child's profile to the school giving them instant access to the child's learning profile promoting a smoother transition to school life.

We have various additional needs assessment tools provided to us by WSCC that enable us to record and aid identification of any suspected additional support needed for the children. These assessment forms are completed by our SENCO by way of referral from the key workers.

The SENCO will then assess and observe the child looking for any key needs or difficulties the children may be displaying and then create a profile based upon their findings and refer them onto the relevant support team to aid in supporting said child.

During this period, we take on board any current advice and combine this with previous experience to monitor and support each child with proven techniques, styles of teaching and behaviour management. Parents will always be heavily involved ensuring clear, supportive communication will be employed in what can be a difficult period.

- *How will I know what progress my child/young person should be making?*

Parents/Carers can view their child's progress via our Tapestry online assessment tool, this facility displays current progress, next steps, achievements and any other information concerning the children's progress. The information can be viewed in a variety of ways with various forms of analysis and breakdown of the data.

Alternatively, if you do have access to Tapestry then speak to a member of staff, we can talk through your child's progress and answer any questions you may have.

- *What opportunities will there be for regular contact about things that have happened at early years setting?*

Verbal handover – At the end of every session parents/carers will have the chance to speak to a staff member and have a small handover sharing any key information about the day and any key events, if you wish to have a longer discussion we ask that you come in early or arrange a time to visit.

Tapestry - As mentioned above Tapestry is one of the ways in which you can view key information about your child's day at your own convenience via your phone/tablet/PC.

Home Nurse book – We use a written record system that records any key information that needs to be shared daily such as personal hygiene, eating and drinking activity and any accidents that may have occurred during the day. These are updated and sent home everyday with children that require the service.

- *How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college?*

We have three stages to our planning process at Honey Pots;

1. Termly topic planning; - Each half term we rotate our main topic and theme of learning, the topic is then decided as a team and each activity/learning opportunity will be themed surrounding that particular subject encompassing the EYFS curriculum and main subject areas.
2. Subject planning; - Every 6 weeks a staff member will take ownership of a subject area such as Literacy, Maths, Speaking and Listening etc. They will then plan for targeted activities to be conducted and ensure displays, activities and resources are up to date and current with the curriculum. These areas are rotated every 6 weeks to ensure staff can keep a solid understanding of each area but still enables enough time to for the resources to be used effectively.
3. 2 Week Activity planning; - Each member of staff plans activities and learning opportunities surrounding the chosen theme, these may be targeted at general subject areas or aimed at a certain group, these can be adapted for their key children if required to do so.

We also offer a Home Learning Package – This will be a learning package that can be accessed at home, this will contain a collection of activities surrounding the theme of the term and adapted to cover some of the key subject areas. These will be emailed out and uploaded to Tapestry for parents/carers to access, on request we may be able to print out the activities in special circumstances.

Parents/Carers can also access their child's progress and next steps remotely, this facility is always updated giving families a chance to help their children learn at home with the most current information. They can view targets and also upload their own experiences which can be taken into account when progress reviews are being conducted by the key worker.

If parents/carers are unable to use the Tapestry facility a verbal handover can be just as effective and the key worker can then use that information to input into our assessment tool.

- *How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?*

During the Early Years phase of a child's development parents/carers are active in their child's learning in more ways than they may realise, a child's early development covers a range of skills and learning that sometimes do not always need an assessment or evidence. In addition when a child has identified to have an additional need a personalised plan is created to cater for their needs and parents/carers are invited to contribute and help sculpt the plan in place.

Personal skills are a key part of a child's development and verbal handovers are active roles in a child's growth, by the very nature of a child becoming independent parents/carers are involved. We offer support and techniques for personal hygiene training, forming life skills and physical development.

We can offer guidance surrounding academic areas upon request and these will be conducted by the key worker to identify the key skills that may need attention or parents/carers feel concerned about.

5. What support will there be for my child's/young person's overall well being?

- *What is the pastoral, medical and social support available in the setting / school / college for children with SEND?*

We have strong and positive working relationships working with outside agencies concerning children with additional needs. We offer vacancies to all children and then proceed to work closely with the family to create a care plan that adheres to that child's needs whether it be medical, social or pastoral. We have the ability to keep special medications securely stored onsite and every staff member is First aid trained as a minimum with some staff members having specialist pastoral training.

If we require extra training or input, we will arrange the correct training and adopt the relevant procedures to fulfil that said child's needs. We also liaise with the Early Years Advisory Service during the early stages of meeting each child to gain access and extra advice to provide each child with the best start possible.

- *How does the setting / school / college manage the administration of medicines and providing personal care?*

We have rigorous policies and procedures surrounding safe storage and administration of medicines and controlled drugs. We keep written records that are countersigned by each staff member when care or first aid is given which can be in the form of Accident form or a personal care log.

We have Sign in/Out records, regular stock takes of medicines and first aid provisions, routine checking of specialist medication, records of personal care and any extra information that we feel is relevant or requested by Parents/Carers.

We also work closely with children's families that require special care or medications as care plans can often change and be altered.

- *How will my child / young person being able to contribute his or her views and how will you support them to do this?*

At Honey Pots we believe that the views and feelings of the children offer a great reflection on how we implement our practice and gives us a unique insight into each of the children interest offering many avenues for us to explore whilst educating the children in our care, we enable this to happen by daily circle time where we have discussions on our weekends, the current topic, current news and many other topics allowing the children to share their feelings and experiences. We will always engage in conversations during play and mealtimes to utilise these key opportunities to understand the young people in our care. Ensuring our feedback from the children is organic and not staged nor forced.

We often follow current interests and themes that the children will often follow that we observe through free play and will mould activities and topics around those current interests and gauge their response on a daily basis to ensure we are gaining the most we can. We do this through modelling sharing our own feelings and views in a sensitive way to encourage positive expressions when sharing our thoughts, feelings and wishes.

6. What specialist services and expertise are available at or accessed by the setting / school / college?

- *Are there specialist staff working at the setting / school / college and what are their qualifications?*

As detailed above we will undertake any specialist training needed to cater for our children, we require all staff to be trained to an NVQ Level 2 or working towards this level as a minimum and will

always encourage our staff to train further and better themselves, our staff have undertaken Makaton training, specialist medical training, ASD awareness courses, degree level trained staff etc.

Our model will be very similar to most of the Day nurseries however we pride ourselves in taking extra steps and working outside of the unknown when is required to do so ensuring all the children are able access our setting and our curriculum

7. What training are the staff supporting children and young people with SEND had or are having?

- *This should include recent and future planned training and disability awareness.*

Our staff regularly undertake refresher and initial courses widening their own skillset, within recent months staff have undertaken courses such as;

Autism Awareness Training

Makaton Training

BSL Initial Courses

Implementing ALD Boards and Visual aided signs around the setting

Undergone recent SENCO training

Speech and Language Course for the whole setting

Emergency Medical training

Specialist epilepsy training

Peg assisted feeding training

Staff are actively encouraged to undergo new courses, understand and implement new practices as and when they are required through the needs of a specific child or a general need requires them to so.

8. How will my child/young person be included in activities outside the classroom including school trips?

- *Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so?*

Our setting is accessible to those who enter our premises, all of our rooms and garden are easy to access for those with mobility difficulties. All of our areas are on the ground floor, secure and enable safe and easy transition from area to area for staff, parents and children.

We use age appropriate equipment and toys for the children in all of our areas, we have exclusive use of an outside play area where we often use for activities that has a wide variety of climbing frames, balance beams and a sand pit at our disposal, we have a hard standing area to use in the winter months as well. We will consider locations of trips or outings with great care and select appropriate locations taking into consideration the children's need and requirements ensuring all those who wish to participate are able to do so.

We will always notify and discuss our plans for trips and outings with our Parents/carers prior to the event and will be more than happy to discuss any concerns they may have regarding an outing, our outings are often based on our current topic so will often vary in location and intention for the visit. If a parent were wishing to make a suggestion or invite us to an off site outings we welcome the idea of exploring our local area and encourage everyone to speak to us and share the idea.

9. How accessible is the setting / school / college environment?

- Is the building fully wheelchair accessible?

Yes, all of our building access is on the ground floor and there will be no need to use the stairs or upstairs section of our building. We have wider door ways and have access to an outside area as mentioned above which has disabled access as well as a disabled toilet.

- Have there been improvements in the auditory and visual environment?

Yes, we have recently invested in implementing visual aids in and around our setting which includes an image in addition to the words on our signs, learning resources and learning areas.

- Are there disabled changing and toilet facilities?

Yes, we have a ground floor disabled toilet and dedicated changing facility in our bathroom.

- How does the setting /school / college communicate with parent carers whose first language is not English?

We will work closely with parents/carers who have English as an additional language to ascertain which method of communication best suits their needs and will seek external assistance if we are unable to initially find a resolution, we take the same approach with parents who have additional needs outside of language barriers.

- How will equipment and facilities to support children and young people with special educational needs be secured?

WSSC provide all settings with additional funding for children with additional needs, these funds secure and enable us to purchase specialist equipment and adapt our setting to suit their needs and also may be able to fund extra training if required to do so. We work very closely with parents/carers to allocate the correct resources that suit their child's needs.

10. How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

- What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college.

We use a 3-step approach to settle in the children into our nursery, this consists of three warm sessions.

1. 1 hr attending the setting with the parent/carer.
2. 30 Mins without parent/carer present.
3. 1 hr without parent/carer present.

There is no charge for these warmup sessions and your child can have as many as necessary, as some children will take a while to settle. All these sessions are flexible to your schedule and staff will always be on hand to help with any queries or questions.

- How will he or she be prepared to move onto the next stage?

Moving onto the next stage of a child's education is an exciting time and we take great care in easing the transition when and where we can. We prepare the children for School through group discussions, one to one conversation around expectations, worries and how exciting it can be. We also use role play and structured play allowing the children to experience and explore how school life may be for them.

We install expectations and boundaries that will be employed by a school with the older children adapting our working model slightly around the tail end of the summer term giving the children an awareness of how school life may be once they arrive.

We liaise with the schoolteachers by sharing handovers sessions and passing on any key information they may require such as assessments, relevant personal information, and the children's Tapestry data. We will also discuss any matters that require particular attention or any ongoing interventions from external agencies.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

- How is the setting's / school's / college's special educational needs budget allocated?

We do not receive a dedicated SEND budget through WSCC, we are allocated specialist funding that is applied for when an individual child is deemed to have a specialist need, at this point we work closely with parents/carers professionals and our staff to acquire the correct equipment or training needed specifically for that child.

12. How is the decision made about what type and how much support my child/young person will receive?

- Describe the decision-making process. Who will make the decision and on what basis?

We will often work closely with new parents/carers to identify any specific needs the child may have, we then assess them within our setting and explore how any additional needs the child may have are being displayed or noticed at nursery.

We will then liaise with outside agencies via our onsite additional needs officer and create/adapt our practice and environment to best suit that child's needs, with close and constant communication with parents/carers to come to the best outcome for the child.

Regarding the outside agencies working relationships any contact or referrals will always be made known to the parents/carers. Often referrals will be directed to the relevant teams associated with that particular need, we have various tools and assessments that can be made onsite helping with the referral process.

- How will I be involved? How does the setting / school / college judge whether the support has had an impact?

Parents/carers are involved in every step of a referral process, this is crucial in collecting the correct and relevant information when creating a care plan for the children. We will reassess the plans that are in place in response to the child's needs and how they respond, input from Parents/carers and outside agencies as and when reviews are due.

13. How are parents involved in the setting / school / college? How can I be involved?

- Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

We work closely with parents/carers when a child starts their journey with us to ensure settling in runs as smooth as possible, we will often ask if the children have a certain routine etc that will help them settle. Parents/Carers initial input helps form small changes we can build around our main routine and structure of the day.

We allow parents/carers to openly share suggestions and ideas with us and our staff. We will have discussions and consider any suggestions made then explore the possibility of the change with the team considering the wider impact to the rest of the setting before implementing a change. Parents/carers have the chance to experience how we work during the warm up sessions and this often an opportunity to explore any changes and take on board any comments.

14. Who can I contact for further information?

- Who would be my first point of contact if I want to discuss something about my child/young person?

Your first point of contact would be your child's key worker if you had any queries, if they are unavailable another member of staff or a manager will be more than happy to help with any questions you have, as we often share time with all the children and have a good understanding of our whole cohort as a staff team.

If you wish to speak to a member of management then please just ask to do so and a member of staff will advise you best on how to proceed. If you have any worries find a member of staff you feel comfortable speaking to and we will do our best to put you at ease and solve any problems you may have regarding your child.

- Who should I contact if I am considering whether child/young person should join the setting / school / college?

If you are considering joining Honey Pots then please visit us , give us a call on our landline or send us an email and a member of the team will get back to you to help you with any queries you may have.

- Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice?
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We have an onsite SEN Co-ordinator that can be contacted upon request when your child attends Honey Pots, they can be contacted via email, phone, and face to face visits.

Other support avenues are readily available from WSCC and local government through a range of different channels and can be found online, if you wish to speak to a specialist team or need help then speak to a member of the team and we will do our utmost to help in any way we can.

- Where can I find the local authority's Local Offer?

You can find WSCC Local offer at the link below;

<https://westsussex.local-offer.org/>