

1 -Round and Round the Gardens (R and R G) is an inclusive mainstream early years provision, catering for the needs of all children between the ages of twelve months and five years.

The staff within the setting provide activities and experiences which are underpinned by their knowledge of each child's individual needs and interests and which are based upon a strong planning cycle of observation, evaluation and implementation.

Every child within the setting has a key person who is responsible for building a strong relationship with both children and their families and who will be responsible for maintaining each child's learning journey. Learning journeys are used within the setting in the form of a scrapbook in which examples of children's work, observations and photographs are recorded. These records are used to inform future provision for each child and are linked back to the Early Years Foundation Stage (EYFS) to monitor where each child is in relation to this framework. In addition to this formative form of assessment at the end of each term the child's key person will produce a written summary sheet outlining where the child is developmentally within each of the areas of learning, what they have particularly enjoyed doing within this area and where their interests lie. Practitioners will also outline progress which has been made in this area since the previous summary sheet in relation to the future provision target that was set and set a new target as appropriate.

Practitioners also implement a two year check of children in the term following their second birthday to ensure that any concerns there may be about a child's overall wellbeing and development are highlighted at this time and early intervention and support strategies put in place should they be needed. The key person approach also positively supports strong partnership with parents, as does the 'open door' policy adopted by the whole setting. Having an identified key person for each child allows the parents to have a named and familiar person with which they are able to share and discuss any concerns which they may have. In line with the setting's 'open door' policy parents are able to speak to their child's key person and/or the setting special educational needs co-ordinator (SENCO) at any time, there are however also informal parents evenings on a termly basis which also provide parents with the opportunity to look through their child's learning journey.

2 - Each classroom within the provision has a dedicated staff team of practitioners which are led by a team leader. Within this class team each practitioner will take on a key person role for a group of children. Each child's key person is responsible, as part of this role, to ensure that observations are made of every child's interests and abilities and that future planning and activities are based around these findings.

The setting's SENCO will also be able to provide advice and support to both staff and parents should any additional strategies need to be implemented. The SENCO will also work closely with the child's key person, parents and any other outside agencies should there be a need for an individual education plan (IEP) to be put in place in order to support the child. Parents will always be fully informed and their input sought and respected with regards to any concerns there may be with any child and outside agencies will not be consulted without first seeking parental permission.

Parents will also be invited in at regular intervals to review their child's IEP and will be given the opportunity to attend team around the child (TAC) meetings where multi professionals come together to discuss progress and future provision for the child.

The setting's SENCO will work closely with the child's key person and the staff team to ensure that strategies are being implemented appropriately and are regularly reviewed to ensure that progress is being made and that support remains appropriate.

We also ensure that if a child moves onto another setting a SEN transition meeting is held between the school/ setting and the nursery so that all relevant and important information about the child and their learning is handed over.

As a setting we will always endeavour to source funding and support for all children who have a special educational need or disability. This may enable them to have one to one provision at the setting or for us to access resources to support their need while here.

3 - The setting implements the EYFS which is an inclusive framework which is built upon tailoring planning and learning for each child as an individual, these experiences are underpinned by having a strong bond with each child, understanding the ways in which they learn and observing their interests, areas of strength and areas where they may benefit from extra support.

Practitioners plan a differentiated approach to each activity or experience which is offered to the children, this is again based on knowledge of each child as an individual. For every activity which is planned there will be a support and extension intervention which can be put into place should it be needed.

Children may also be supported by an IEP or behaviour plan which will underpin their learning inclusively and may, in cases, allow provision for one-to-one time to work on specific targets.

During staff meetings and room meeting we work together to access all staff's knowledge regarding strategies that they feel are effective and those that we may need to adapt to progress the children further. We work together in a team to use everyone's knowledge of a child, thus allowing us to see them from different perspectives.

4 - At the end of each session practitioners will provide parents with a written 'day sheet' , this gives a general outline as to what the children have been playing with during that session, both inside and outside, what activities they have taken part in and what they have had for breakfast, snack and/or tea. In addition to this parents will also be give a full and individual verbal handover which is specific to their child and how they have been during the session e.g. what they have enjoyed, who they have played with and any other information such as sleeps, milk, accidents or moments of upset.

Every child has a key person who will be responsible, as part of this role, for ensuring that the child's learning journey is kept up to date and that regular evidence is being collected and documented with regards to the child's developmental progress. The child's key person will use this formative information to inform their summary sheets which are completed at the end of each term, at this time a tracking sheet is also updates to map and ensure that progress is being made in each of the areas of learning.

Parents will be provided with a copy of each of these sheets and their comments and input is very much encouraged, termly parents' evenings provide a good opportunity for parents to discuss these sheets and their child's progress with the key person.

Parents of children with SEN are also invited into the setting for regular review meetings with regards to IEP's and strategies which are being used to support the child and their family.

5- All children are welcome at the setting as long as the nursery feels we are able to manage their need and can support the child in the setting. For children who need long term medication we have policies and procedure in place to ensure that the children have their needs met with regards to administrating medicines and inputting care plans. As a setting we only administer antibiotics to children who are at the setting for over 6 hours per day and will offer one does per day. This is given by a senior member of the team and witnessed by a member of staff. Parents are ask to complete permission forms for this to be given however it is staff prerogative as to whether they are happy to administer medicines to the children. Other medicine such as Calpol/ Nurofen etc, are not offered to the children except those whose suffer for febrile convulsions. This needs a supporting GP's letter with it, as do any medicines that are not a long term medication. Long term medicines such as asthma inhalers, insulin, EpiPens, etc are administered however this is with training and again with a supporting letter from the GP. All cases are discussed with parents/ carers to support the children as much as possible. However the overall decision regarding medication is made by the nursery manager.

The setting has a policy on nappy changing/ toilet training and intimate care for all children however it also specifies how we support children with SEND at the setting. It highlights the importance of respecting the children's views at all times and working with others to ensure that the children are catered for within this area. We use visual aids and have small low level toilets that are easily accessible. We have two changing areas for the children which are higher level however we are able to adapt if necessary. The key person system and care plans in place for children mean that children have their needs met during his time as well as having interactive time during changing. Children are not excluded at any stage if they are still in nappies and we will support parents with toilet training while at the nursery. We use positive rewards and work with parents at all times while this process is happening.

6 - The staff team have lots of experience in working with children with SEND and those who have the most experience share their skills and knowledge with the rest of the team during staff meeting/ team meetings. If a child attend and we do not have relevant training or experience of their needs the setting will liaise with the Local Authority as to training that can be offer to support the child and their family. We will also work with the family, informing them of agencies and points of contact available to them through the use of meetings, leaflets, contact with Surrey Early Years and the local children's' centre, whom we keep in good contact with. For children whom are awarded funding or need additional support with have a pool of bank staff to cover while children's key persons and the SENCo are working with and support the child and family. Our deputy manager also have a BA HONs in Special Educational needs and worked very closely with the SENCo to identify and support children in the setting whom we feel my need additional support. WE are happy to have services access the setting and supporting children and to work with them for the best of the child offering them a space to work with the children, families and team.

7) All staff have an initial induction with regards to their role at the setting. This induction includes training on our policies and procedures especially around SEND. We inform, then of their roles and responsibility with regards to children at the setting who have SEND but also with all children in being aware of how to support children should be need some support. We inform then who is the SENCo and what that role means. We encourage them to do research alongside Surrey training to update their knowledge on areas of need that children may have. Although we may not have children with specific additional need, staff will still be trained on these needs and how to work with children and families. Staff also have a big role to play in their training needs and what they wish to learn about. They choose their own training. The key person is a major part of any child with SEND's development and works closely with the SENCo to support the child and their IEP. They will help to evaluate and track progress for these children and their families, and then help to set further targets for their development.

With the induction of the new SEND legation our team will be accessing updated training in this area from Surrey County Council and the SENCo/ manager will be also having in-house training sessions with the team and providing information for parents regarding the changes and how this may effect them. Staff within the setting have training around the following areas— Autistic Spectrum Disorder, Speech and Language, Makaton, Key person and attachment, 2 year check, Early Years Foundation stage, inclusion, consulting children, Working with families, to name a few.

Staff use their knowledge and experience of training and working with additional agencies to support one another and we discuss this during staff meeting and room meetings. We are a very support team.

8) The provision is an inclusive setting and practitioners ensure that reasonable adjustments are made within the environment which enable *all* children to access all activities, experiences and areas of the provision. This may be through the use of specialist or adapted equipment or by providing the child with one-to-one support during this time.

As a provision we do not take children outside of the setting but instead invite different experiences/companies to come in to us. For example we have a visiting farm once a year, the zoo lab visit, we run a living eggs project each year, we also encourage parents to come in and share their professions with us.

The setting work closely with outside agencies to ensure that the equipment and environment which we are providing enables us to give each child the right support in order them to be successful within all areas.

9) There are three access points to the building all of which are accessible via ramps and the building is all on one level. The outdoor areas are also all on the same level and the outdoor classroom is linked to the play-ground via a ramp. (Limited access to outdoor areas due to grass and bridges in the paddock?)

Visual timetables are used within the twos to threes classroom and the threes to fives classroom as part of a whole class initiative and are also broken down further into now and next boards for children who require extra support. In each of the classrooms the resources are displayed at the children's level and are accessible to the children at all times. The toys and boxes are also labelled with both words and pictures to make their contents clear to all children and to support children in being able to independently choose what they want to play with and to put resources away when they have finished. There are various display boards in all of the classrooms where work from and pictures of all the children are displayed. Each child also has a peg with their own picture on so that they can identify where to put their bag and coat etc.

The setting is dedicated to meeting the needs of all the children we care for and their families in a way which is respectful of individual cultures, beliefs and needs and will endeavour to make reasonable adjustments where needed to ensure that the needs of all children are being met effectively and appropriately.

(EAL)

10) The setting is very aware that the needs of children differ greatly and some children require more support during the transition period. For this reason the transition of children is managed and tailored to meet each child's individual needs. The setting does however work from a minimum baseline that each child will attend two settling in sessions before they join the setting. The first of these settling in sessions will be one hour long and will be attended by the child and their parent(s)/carer(s). This provides an invaluable opportunity for both the child and their parent(s) to familiarise themselves with their child's classroom and meet the practitioners who will be caring for their child and their child's key person. During this hour parents will talk with their child's key person and fill out a unique child pack which will give the practitioners information regarding the child themselves; their likes, dislikes, character and routine which they may be in at home. The key person will also spend time playing with the child, getting to know them and starting to build up that relationship with them that will support them throughout their transition.

Based on the outcomes of this hour and how the child has managed being in the setting the parent(s) and key person will discuss how many more settling in sessions they feel will be required and how long these will last. This is something that will continue to be discussed and adapted as needs be throughout the child's transition into nursery.

Before the child joins the setting the family will be sent an information pack which contains a class sheet with photographs of the provision and pictures of the staff who will be working in that classroom. Parents also fill out a registration form which allows opportunity to outline any additional needs which their child may have and enables parent(s) to provide any information which they wish to about their child so that practitioners can begin to prepare for the child's transition before they start.

This process is reflected, to an extent, when children are moving between classrooms in the setting. A transition letter will be sent home to families with an anticipated moving up date, they will also be provided with a class sheet for their new room and given the name of their child's new key person. The child will then have a number of settling in sessions during their sessions at nursery during the month before they are due to move up. The child's previous key person will also provide the new key person with an up to date summary sheet and verbal handover regarding where they are developmentally and their future provision.

11) For children whom are awarded funding or need additional support with have a pool of bank staff to cover while children's key persons and the SENCo are working with and support the child and family. Our deputy manager also have a BA HONs in Special Educational needs and worked very closely with the SENCo to identify and support children in the setting whom we feel my need additional support. We are happy to have services access the setting and supporting children and to work with them for the best of the child offering them a space to work with the children, families and team. The SENCo divides her time between the paper work side of SEND and also ensuring that the children have sufficient support from her. However we feel it is important that the key person plays the biggest role in the children development as they have the bond with the child and therefore will hopefully be able to work closer with the children and their parents.

12) should we feel that we have sufficient evidence and development concerns regarding your child, as well as concerns you may have discussed with us we will as parent sin forma meeting to discuss these areas. This meeting will involve you child's key person, you and the SENCo, plus any one else who is relevant to this meeting. In order for us to discuss your child with outside professionals we will ask you to complete a permission form regarding your and our concerns in order to send this to Surrey Early Years. This information is sent to the settings Sector Improvement Officer who will respond by visiting the setting and your child. During this visit they will discuss our concerns and what we have already done to support the child and then complete their own observation. This is beneficial as it gives and impartial look at the child and also provides from strategies for the staff and parents to consider from the observation. These then may be used to complete an IEP for the child or a behaviour/ play plan, depending on the need. Parents are invited to these meetings and have copies of the observations and any notes taking during the meeting. They also may suggest further agencies to get involves and be referred to. They may suggest a CAF is completed or they may just encourage us to monitor the child over a period of time and then contact them again. Should an IEP or plan be put into place then this will continually be reviewed while it is being used. should a child meets all the targets then new ones will be set as this is a working documents and should be flexible and adaptable to the child's need. All staff members in the setting are made aware of the plan so they can also work on targets, this I not just the key persons responsibility. Should the setting feel that the need of the child requires additional one to one support as progress would me made by having this will look to apply for discretionary funding for the child. This funding is decided by a panel of Surrey County Council specialists who work in children services. They consider whether they feel need is sufficient to require one to one time and how long per session would benefit the child in having this support. The setting then will put this into place once agreed by recruiting a member of stuff to cover the amount of time awarded and then putting further targets and sessions in place for this time to happen. We need to continue to monitor the child and apply for further funding and time should this be required. We discuss with parents their views on how the funding should be spread out during the child's time here. Along this path we continually meet with parent about the development of the child and additional agencies and continue to collect evidence of progress.

13) Parents as partners in the children time at the nursery is crucial to our setting. We encourage you to be part of the settling and your child's time with us. While settling your child into the setting we ask for lots f information from you with regards to your child and your family so that we can use this as providing the most individual education for your child. Without this information we would not know your child very well. We send our parents emails and questionnaires' so that you can have a say in your child's setting and helping us to make changes. We also ask you to support us throughout the year with events and festivals that we celebrate.

Parents have a say in our planning for the children and also in their child's learning journeys. We have 3 parents evening per year in which you are able to give us feedback and ideas as to how you want your child to progress in the future. For parents of children with SEND we feel it is vital that they have a say in the plans we are putting into place for the children. That is why you are invited to any and all meeting when ever they are needed and also why we have an open door policy. We have individual transition meeting with school and other setting, should you child move on and also agency meeting. You are able to come and spend time in the setting with you child and see how we are working with them and using the one to one time. You are able make suggestions or provide equipment for your child to use at the setting. You also received copies of any and all observations and IEP's put into place so that you can use them in the home environment and then feedback to us about how your child is progressing.

14) The setting has an appointed SENCo and is the person point of contact for the parents if you wish to discuss anything regarding your child. However the child key person is always available to talk to of the classroom lead leader who will know all information about all children within the classroom. All of these people can be contacted if you have any worried or concerned and details are available about these people upon joining the setting.

Should you wish for your child to come to Round and Round the Gardens you would contact Suzanne Filson with is the manager and the SENCo and we can discuss your needs and what we would be able to offer with regards to places here. You can also contact Surrey County Council or Surrey Early Years children's service.