1. How do you meet the individual needs of each child?
At Benison we believe every child is unique and as such all children are equally valued. Experience shows us that children have a rich and varied range of strengths and needs and we believe inclusion of all children is most likely to be achieved when this diversity is recognised and regarded as positive. All children have the right to be educated and develop their full potential alongside each other in an environment where they learn to accept each other, feel valued and respected.
At Benison each child has their own key person whose role is to develop trusting, sensitive relationships with their key children, parents and carers. Our aim is for this to lead to respectful sharing of information where parents and carers feel comfortable to raise any concerns they have about their child’s development. Likewise as part of their role each child’s key person will know them well enough to identify a possible individual need and be able to discuss this in a sensitive manner. In this way we can work together to plan how best to support each child’s learning and development.
When a child first joins us, parents and carers are invited to introductory visits where they can discuss their child’s individual needs and complete an “Including Me” form. Where additional support is identified we aim to work together to ensure we have the required expertise and that any specific support is in place prior to a child joining us.
Our staff are fully qualified, often to degree level and are knowledgeable about child development. They are supported in the early identification of areas of concern through on-going observational assessments linked to the ages and stages of development within the Early Years Foundation Stage Framework (EYFS). Whilst we understand that young children often develop at different rates, each term children’s development is reviewed to ensure they are making good progress over time and also in comparison to other children within their cohort. This can in some cases identify individual needs.
Additionally between two and three, each child’s key person works with parents and carers to complete a two year progress check focusing on their communication and language, personal, social, emotional and physical development. This identifies their strengths and any areas where additional support might be needed.
If through regular discrete observations and assessments a concern is identified this is discussed with a child’s parent or carer and our setting Special Educational Need Co-ordinator (SENCo) in order to work together to support the child’s individual need. An Individual Support Plan is created with manageable targets and this is reviewed every 6-8 weeks. Where a child continues to make less than expected progress despite this support with parental consent we would look to involve appropriate professionals and involve our local authority in order to provide the best possible support for the child and may involve completing an Education, Health and Care assessment (EHC plan). The EHA creates an holistic picture of the needs of the child.
Where a child is receiving support from an external professional for example a speech and language therapist we would always encourage parents or carers to share information and reports with us in order for us to work alongside them and plan appropriately to meet the individual needs of the child.

2. How do you promote inclusive practice?
At Benison activities are planned around the children involved and their abilities. Within the nursery we aim for children with special educational needs and disabilities to have every opportunity to play alongside other children and make a positive contribution without feeling segregated.
We plan open-ended learning activities and experiences to help all the children to participate and learn. Staff are skilled in involving children at different levels of ability and where necessary will differentiate learning activities and experiences. This may be by providing alternative formats, additional equipment or resources to support individual children and ensure they feel included.
When we are planning a trip or visit outside nursery, we aim to work together involving parents/carers, our SENCo and the child’s key person in our planning process. Our aim is to identify the strengths and needs of the individual child, any additional support that is required or changes that need to be made. This may include areas such as carrying out specific risk assessments, asking parents or carers and the child (if appropriate) to visit the venue with us prior to our trip, taking photographs for the child to become more familiar with the venue prior to the visit, asking parents/carers to join us on the day, providing 1:1 support for the child, taking any aides that my support the child during the visit and make their experience more enjoyable.

3. How do you involve parents?

At Benison we recognise that parents and carers are not only the first educators of their young children but also the most important people in their child’s life and as such, we see parents and carers within our setting as equal partners. We therefore believe that building effective relationships is one the key features in ensuring the best possible start for children. Parental involvement is an integral part of this process as they know their child best and can share information about their interests, development and individual needs which will help us to better support their learning. This is particularly important in providing the best possible support for children with special educational needs and disabilities.

Before a child joins us at Benison we arrange introductory visits where parents can share information about their child’s specific needs, likes, dislikes and personal preferences. This is used as a starting point and built on as we get to know the child and their family.

In order to support each child with their learning we record observations of their progress in a number of different ways including photographs of experiences they have enjoyed, short written statements of language they have used and pieces of artwork they have created. Over time these create a unique record of a child’s learning from a very young age. Information gathered is recorded on an online system called Easy Solutions and helps us to plan for their next steps and forms part of your child’s learning portfolio.

We feel it is important to share a child’s achievements with parents and carers on a regular basis and we therefore prepare summaries of their current progress and next steps. We aim to complete these on an ongoing basis and parents and carer are updated on their child’s progress every three months. Parental input in this process is very much valued and therefore each child’s key person talks to parents about our observations and ask if they have any experiences, comments or suggestions that you would like to include in order to support their learning. Additionally between two and three, each child’s key person works with parents to complete a two year progress check focusing on their communication and language, personal, social, emotional and physical development. This identifies their strengths, any areas where additional support might be needed and how this will be planned and provided. All assessments, reviews and learning journeys are freely accessible and sent home for parents to share.

Where a child has a special education need or disability that requires them to have an individual plan or learning plan, we encourage parents and carers to identify their child’s next steps with us and review these approximately every 6-8 weeks to discuss the progress they have made and where appropriate agree new targets. In this way we can work together to provide a holistic approach where we are all working towards the same goals.

Before a child moves between nursery areas and prior to starting school we invite parents to come into nursery and review their progress with their key person. This provides parents and carers with an opportunity to discuss their progress, stage of development and any specific needs before they make the transition into a new environment. It also provides the new key person or reception teacher with a secure starting point when they make the transition.

At Benison we operate an ‘open door’ policy and encourage our practitioners to have daily contact with parents and carers so that communication can be on-going, parents and carers are welcomed into the setting if they wish to watch their child playing and interacting with others and enable them to build relationships.
with their child’s key person and other practitioners in their nursery area. However we understand that it is not possible for all parents to spare this time and therefore if a phone call is more convenient these are equally welcomed.

We encourage parents and carers to share reports from other professionals working with the child/family and use these to plan appropriately to meet the needs of the individual child. Likewise setting staff are available can attend TAF or other multi agency meetings if parents request this to help to identify successes and highlight progress the child is making in the setting.

At Benison we send out regular newsletters to keep parents informed of developments within the setting and also provides leaflets to inform parents about general areas of child development such as toilet training as well as information more specific to the Early Years Foundation Framework. By working together we aim to develop trusting relationships with parents where they feel comfortable to raise any concerns or make suggestions. In the first instance this is most likely to be with their child's key person or the senior practitioners in the particular nursery area, however our deputy manager and manager are well known to parent and always available to listen to parents at any time. Additionally comment and suggestion cards are available throughout the nursery if parents wish to remain anonymous.

4. What support will there be for children with SEND?

Prior to Admission:
Our aim is to make the transition to nursery as smooth and stress free as possible for everyone concerned and ensure that we have everything in place to support the individual child and their family. We would therefore always meet with individual parents and their child prior to them joining their setting. At the meeting we would ask parents to share valuable information about their child. An Including Me Plan would be used at this meeting to provide a base line assessment and ensure all relevant areas are considered and information about any Outside Agencies that may already be involved with their child.

The Including Me Plan is seen to be the voice of the child, and whenever possible we will aim to seek the individual child's views, needs and opinions, accepting that children are able to express their views in a variety of different ways. However if the child is too young or unable to express an opinion then the views of the parents / carers will be recorded.

Additional Support For Children Attending Our Setting
In addition to the information provided in section 1-3 above, where a child has special educational needs or any disability that requires additional support, then their key person works closely with the child, their family and our SENCo to plan of their continuing development. Wherever necessary and with the permission of parents and carers we liaise closely with outside professionals to create a realistic plan to support the needs of a child. Any assessments and reports made by outside agencies are sent to our SENCo and incorporated into creating targets in a child's Individual Education Plan (IEP). This process generally involves setting three specific next steps for the child concerned which their key person and other practitioners in their nursery area will work with them to achieve over the next 6-8 weeks. This is likely to involve the child working in small groups and on a 1:1 during this period. At regular intervals the next steps are reviewed and parents and carers are invited to meet with us to discuss their child's progress and either set new targets or continue to work towards existing ones (sometimes with slight alterations to make them more realistic or achievable.)

Whilst a child's key person provides a unique role both with them and their family, over time we gradually support all children to build relationships with all the practitioners in their nursery area. These bonds are built over time and at a pace that suits the individual child. We believe this process is essential not only to
support each child’s developing social skills but also so they have other adults with whom they feel comfortable and secure should their key person be absent for any reason.

Where despite this intervention a child do not make adequate progress we can also invite the Early Years Child Services to provide additional support and strategies which best fit the needs of the child. Again parents and carers would be fully involved in this process. This may involve applying for Early Year Access Funding to support the child in having 1:1 care for up to 15 hrs each week over 38 weeks a year.

If a child has additional needs and is not making progress, an education, health and care plan is completed. A plan will be created where the child will be referred to the appropriate professional and if needed a team around the child (TAC) made up of professionals from health and education is set up to support the child and their family.

Staff regularly attend relevant training courses and workshops and it is our aim for everyone who visits our setting to feel welcomed and included. We treat each other with care and respect and model positive behaviour to the children who attend Benison so they can see the importance of treating everyone equally. We aim to adopt a positive and flexible approach to our routines and environment which put children at the centre of our practice. Practitioners know the children well and build strong relationships with them, children are listened to and their views respected even from the earliest age. For example practitioners working with our babies quickly learn the different cries of our youngest babies and in nursery class our older children meet each day to share special news and even develop their own rules and boundaries.

Our practitioners are trained in the administration and recording of medication and work with outside nurses and professionals where specialist training is required such as in the administration of epipens or insulin. Our policies and procedures ensure that long term medication forms are regularly reviewed and strong communication links with parents ensures that any changes in medication are immediately updated.

Our SENco attends is experienced in her role, attends refresher training and also regular SEN network meetings where she up to date SEN information is discussed and shared.

At Benison our aim is for everyone to feel valued, respected, and treated fairly. We are a caring community, whose values are built on mutual trust and respect. Therefore we do not tolerate bullying of any kind to anyone. Our bullying policy aims to promote an environment where all feel happy, safe and secure.

If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We know that bullying is hurtful particularly where it is repeated over a period of time and difficult for the victims to defend themselves against. Therefore as part of our everyday practice we provide opportunities for the children in our care to develop self-esteem and confidence and teach children in an age appropriate manner that bullying is unacceptable.

5. How do you access external specialist support?

At Benison if a child has a special educational need or any disability that requires additional support our aim is to work with parents and carers from the outset. Where we feel the experience external professionals would benefit a child we would work with parents and carers to obtain this for them and wherever possible we welcome specialist services to come into nursery to work with a child and our staff. Where reports or recommendations are provided by external specialist we would work as a team to implement these to the
very best of our ability. This may involve applying for Early Year Access Funding to support the child in having 1:1 care for up to 15 hrs each week over 38 weeks a year.

Practitioners in our setting have experience in holding multi agency meetings such as Action for Inclusion Meetings and we do our very best to attend any meetings where our input would be to the benefit of a child in our care. We have contact with Early Years Child Services who offer invaluable support and expertise and will observe and discuss a child’s needs with our SENCo and a child parents and carer and offer input to Education, Health and Care Plans where these are needed.

As a setting can have contact with EAL consultants who offer advice and support to children and their families who have English as an additional language.

Additionally information is available throughout the nursery through leaflets and posters and we have good links with the local children’s centre where parents can access a range of support and services.

6. What training have the staff had or plan to have to support children with SEND?

Our staff are qualified (many to degree level) and have a strong knowledge and awareness of child development. They have experience in discretely observing children and assessing if they are making suitable progress with regard to their age and stage of development.

Our SENco has undertaken training with the local authority and attends regular SENco cluster meetings where up to date information is shared and best practice agreed.

Our SENco has attended a briefing session to ensure we are aware the changes implemented as part of the SEND code of practice in September 2014.

Our SENco cascades information to other staff at staff meetings held within the setting.

Staff throughout the nursery have received training in Makaton, promoting positive behaviour and inclusion training and the nursery has achieved ICAN accreditation.

Staff working directly with children who have special education needs or any disability that requires additional support attend specific training and workshops to ensure they have the skills needed to meet the needs of the individual child. For example communication and language courses, toileting for children with autism, supporting children who have a stammer.

Our manager & SENCo have required knowledge and understanding to apply for additional funding if appropriate.

7. How accessible is the setting?

At Benison our aim is to provide a welcoming environment for everyone who visits us. We want our children to grow up with a positive attitude to those who are different to themselves and therefore our staff work with our children to promote acceptance of diversity.

Our buildings are wheelchair accessible with the exception of our after school and holiday club which is located on the first floor. We have an accessible toilet and changing facilities are available throughout the nursery.

There is a hearing loop within specific areas of the nursery and our information, policies and procedures can be provided in large print or in an auditory manner if needed.

We value cultural diversity and believe that bilingualism is an asset to children. We work with parents to understand basic words and phrases in a child’s home language and use these within the setting. We have books and stories in dual languages and encourage parents and carers to share their culture with us to
ensure we respect our cultural differences and include children's family experiences, religious festivals and celebrations, food and stories in our continual provision.

We work with our Early Years EAL consultant to further support the specific needs of children and their families who home language is not English. This includes translating information from English, using an interpreter if parents and carers cannot speak English or involving a family member or friend who can interpret of a family.

We provide multi-sensory experiences as part of our core provision and have sensory play equipment. Each nursery area have small spaces and quiet areas children can access if they require some quiet time, space or a sleep.

8. **How will the setting prepare and support children to join the setting/ move within the setting /transfer to a new setting / school.**

Transitions are changes that take place during our lives and are an essential part of growing up. The most important transitions happen when we are babies and young children, and it is important to keep in mind that a child's early experience of transition will impact greatly on how they handle transitions in their later stages of life. These changes may include children moving from home to nursery, from one area of nursery to another and ultimately moving to full time education. All of these transitions present children with challenges.

Our aim is to ensure that children are supported through these changes with the minimum of stress and disruption to their emotional welfare. Our approach to transition is firmly rooted throughout our practice in order that the children in our care become emotionally intelligent, make strong attachments are resilient and resourceful when faced with change and are able to take risks and embrace new experiences.

We treat every child as unique and offer individual support and strategies during times of transitions, building on their previous experiences, ethnicity, culture, home environment, family background and stage of development. Ensuring that all children and families are valued and respected and those with English as an additional language (EAL) are fully supported.

We establish close links between parents and carers, key workers and other practitioners within the setting to enable the smooth transition of children from one stage to another.

We establish links with a range of multi-agency workers where additional support is required such as special educational needs and other support issues for parents and children.

**Transition to Nursery.** Our approach to admissions and the settling in process is flexible, addressing the individual needs of children and their families. We aim to understand what is needed to help individual children and their family cope with transition, and then be prepared to act on these findings in a sensitive manner. We never adopt a 'one-size-fits-all' approach to settling in, rather than expecting children to 'fit in' with existing timetables and procedures we aim to adapt both the routines and organisation of the setting so that you can provide a 'settling' policy that really does meet the needs of children.

Parents and carers are involved and consulted. Listening to what parents can tell us about their children and appreciating their wealth of knowledge can help us to develop strategies that meet individual needs.

Parents are supported. Starting a child at a new setting, or moving from one age group to another can be daunting for parents too. Parents may have their own anxieties and we therefore believe it is vital for us to put ourselves in their position and look closely at how we can make our setting welcoming. Involving parents fully in settling their child can reduce anxieties and provide positive messages to children.

We believe that familiarity is one of the most important factors in a smooth transition, and therefore a one-off visit or introductory session rarely meets this need. Children need to become as familiar as possible with a new setting and its staff and therefore benefit from frequent, informal sessions with a parent, carer or
familiar adult. These enable them to gain first-hand experience of the new setting at different times of the day and allow staff to build relationships with parents and learn about each child's interests and routines. Although very young children have most to gain from such visits, the quantity and frequency should be based on the needs of each child and their families.

Our key worker system. Children benefit from having at least one adult who can act as their personal ‘interpreter’ while they make sense of their new environment. A key worker system means that each child and their family has a practitioner who is assigned to them, even though they will also be interacting with, and be cared for by, other members of staff throughout their day. Their key worker has special responsibility for the individual child, such as liaising with the key worker from the area the child is moving from, gathering knowledge and information about a child's experiences to date, their interests, important people in their life and developmental stage. The key worker is involved in the introductory visits, will greet the child on arrival and over time help them separate from their parent or carer, they will spend time with the child every day and observe, support, interact with and extend their play as appropriate.

On entering a new environment, children need to feel secure and an element of routine and predictability often supports this process. Knowing what is likely to come next such as snack time, lunch and rest can prove reassuring particularly to younger children. However our skilled practitioners understand the importance of balancing routines with flexibility to meet the needs of the individual child and therefore plans may change on a daily basis to ensure there are not too many breaks for adult-led activities and there are ample opportunities for child initiated play. Children who lack experience or confidence in their physical independence need to know that there will always be someone to help them. However just as important is the opportunity for children to develop through rehearsing skills. In a Nursery Class environment such as putting on coats and shoes, dressing and undressing will provide self-confidence for children when they enter mainstream school. All too often, the transition from one stage to the next denies children the opportunity to take control of what is happening to them. It is this lack of control which is often the root of the anxiety that we all feel when going through a transition, no matter how excited we might feel about it. We feel it is essential to allow children to express their feelings, listen carefully to them and respond to their needs enabling them to make choices for themselves.

**Transition Between Nursery Areas** Key staff need to begin discussing in general with parents about their child’s forthcoming move long before an actual date is given. Allowing parents to become familiar with the idea of moving on and providing them with ample opportunities to voice any anxieties or concerns and offering reassurance where necessary. Practitioners from the next stage rooms regularly visit the child’s existing facility and therefore over time children do recognize these faces as familiar. Within the months leading up to the transitional date arrange for small groups of the older children to visit the new area, with a known carer and use their facilities. It is anticipated that this step will be more valuable to younger children as it will allow them to slowly become familiar with their new environment whilst feeling safe and secure with children and adults they know.

A moving over date is agreed, through communication with parents, seniors and key workers and we encourage parents and carers to visit the new nursery area and their child’s new key worker will provide the parent with a welcome pack and gather any additional information about the individual child and introducing the parents to the staff, the new environment and discussing the nursery routines.

Staff swaps should be arranged in order that the key worker from the new area can meet with the child and their current key worker in their existing surroundings in order to gather key information and get to know the child in a secure environment. “Including Me” forms are updated at this stage and soothing strategies such as objects of references, interests, routines etc. developed.

Introductory visits are agreed between nursery areas, these are flexible depending on the individual needs of each child and their family and ideally should be extended over a period of time to include snack times,
The aim of these visits is to familiarise the child with their new environment, piers, staff and routines and to learn more about their interests, and stage of development in order to support them during their transition.

Before the child moves to their new area, the existing key worker invites the child's parents / carers to come into nursery and review their progress. This ensure parents and carers and the child's new key worker are aware of their child's current stage of development and is imperative in order to ensure continuity of care and progression.

**Transition to School or a New Setting** Under the new EYFS we now have a statutory obligation to share information with other settings and schools. This means we seek parental permission for records such as play plans, IEP, IPPS and profiles of children's development must are passed directly to the new school or setting. At Benison we develop strong links between ourselves and schools / new setting to help support children during their transitions and ultimately help them to settle more quickly.

In preparation for children moving to school we invite their new reception teacher to visit our nursery to meet the children involved in their existing environment and discuss their developmental progress to date. Where a child has a special educational need or disability then we would plan additional meeting and involve parents to review their child's progress and discuss what the school needs to do to include and support their child.

During the Summer terms, our plans reflect this important transitional period and we plan time for children and their families to have opportunities to discuss their experiences and concerns when visiting their new schools. We support children's self-confidence through activities such as role play and stories with individual reassurance and support given as necessary.

Before a child moves, the existing key worker needs to provide the child's parents / carers with their profile and developmental records to the child's new school or setting. This is imperative in order to ensure continuity of care and progression.

**Other Key Transitions in a Child's Life** Young children may experience a range of other transition personal to them, including moving house, a new baby, a divorce or bereavement. These early transitions can be stressful and how children cope with them can affect their ability to cope with future challenges. Therefore once again staff need to work closely with the child involved and their families to find ways to help and support them in making sense of and coping with these important changes.

9. **Who can I contact for further information?**

If you wish to contact us at Benison please choose from any one of the following options:

Phone us on 01244 676199 ex 4 and ask to speak with Mrs Julie Swinnerton our nursery principal, Mrs Jan Tunnicliffe our nursery manager or Mrs Beci Grieve our deputy manager.

Email us on benison@hotmail.co.uk

Visit our website where further information about our setting is available and a contact page will enable you to email your queries.

Arrange to visit our nursery to meet our staff and discuss your specific needs with us.

For parents and carers who are already with us we aim to develop trusting relationships where parents and carer feel comfortable to raise any concerns or make suggestions. In the first instance this is most likely to be with their child's key person or the senior practitioners in the particular nursery area. However Beci our deputy manager and Jan our manager are well known to parents and carers and are always available to listen to parents and discuss any concerns they may have.
Whilst our aim is to resolve any problem before it becomes an issue to a child or their family, our complaints policy is detailed within our policy documents. These are available in every nursery area and parents have access to these at any time.

Our SENCO is Mrs Jan Tunnicliffe and she is supported in her role by Mrs Julie Swinnerton and Mrs Hayley Robbins.

Further advice on specific support services is provided in our "Family Friendly" files which are available throughout the nursery and also on leaflets and signs posted within the nursery areas. However if information is not readily available please ask any member of our team and we will always do our very best to support parent and carers in obtaining the information they need.

Further information on a range of services is also available on the Cheshire West and Cheshire County council Website at www.cheshirewestandchester.gov.uk and typing in the service you require in their search facility.

Please complete and send to emmawalker@cheshirewestandchester.gov.uk