

At Go Bananas Pre-School & After School Club we strive to ensure that all adults and children within our setting are wholly accepted and included in every element of our childcare provision.

We recognise that within society, both locally and around the world; both adults and children can be treated unequally and unfairly for a variety of reasons however it is our utmost aim for this to never be the case within our setting.

We are committed to encouraging everybody to be part of a community, both locally and on a wider scale; where acceptance is not an issue and all are treated equally.

We ensure that equality is practiced within our setting and we at Go Bananas Pre-School & After School Club are 100% fully committed to inclusion of all individuals.

1. How our setting knows if young children need extra help and support and what our parents/carers should do if they think their child may have SEND:

Upon enrolment, we ask parents/carers to complete a thorough enrolment pack detailing key information about their child, including interests and identify any areas they would like us to help support the children with. This information is then fed into our everyday practices.

We have a range of experienced, professional and knowledgeable staff who are well trained in observing and monitoring children's development and recognising where children may need additional help and support.

We follow the Key Person Approach which is imbedded in our everyday practice. Each child who is in the Early Years Foundation Stage and attends Go Bananas Pre-School & After School Club is allocated a Key Person; this member of staff will ensure good, communicative relationships are built and maintained with their key child and their parent(s)/carers throughout their time in the setting. We firmly believe that forming positive relationships between staff and child helps towards identifying any further support that might be needed. Once the child has started, the appointed Key Person will do an initial assessment, using the Early Year's Foundation Stage 7 areas of learning to help identify any concerns. Observations of individual children will be undertaken by the key person daily; which will go towards their development plan and learning journal.

By achieving this we will be able to observe the child's well-being, care and learning development across their time in our setting, tracking their development as time passes, to ensure progression and development is continually made.

All observations, activities and learning journals are shared and discussed with parents, with them being able to input through the learning journals as well as by discussion with staff on a daily basis. This then enables us to work together in fully supporting the child; both in the setting and in their home environment. If we feel we need to share our observations with outside agencies; we would discuss this with the family allowing their input and if there are any concerns to go forward in reaching out to the right support.

Children's development is tracked through constant observations, their online Learning Journals and collated in to termly developmental reports, made through free play and planned activities, all to help them reach their full potential. Developmental reports which are shared with parents can also be shared with relevant external professionals, who work together to plan for future aims if required.

Information about our SENCO

Go Bananas Pre-School & After School Club's named SENCO is Angela Taylor. She can be contacted on the telephone number of 01206 761762 or angela@go-bananas.co.uk

Our named SENCO will work alongside the setting's Management team, child, child's parents/guardians and the child's Key Person to access the appropriate support for the child and family; putting plans in place to support the child whilst at the setting, for example in the form of One Plans, focusing on outcomes and child centred planning which is regularly reviewed and updated as required.

If parents think their children may have SEND, the first thing they should do is speak to their child's Key Person. They will then inform the setting's management team and named SENCO and a meeting will be arranged to determine the next course of action. This normally occurs in the form of focussed observations on a particular area of concern, for example speech development. Agreement will be reached to access additional external support if the initial plans put in place by the setting fail to show any/or only little improvement.

2. How our setting supports young children with SEND and how our setting organises resources to meet the needs of young children with SEND:

Every young child is treated as an individual at Go Bananas Pre-School & After School Club. Children with SEND will be supported by their Key Person at the setting alongside the setting's named SENCO. They will have targeted support for the area of need and all staff working with the child will be made aware of this. Observations and activities during the day will focus on the development of the specific area, e.g. speech.

Various support methods and resources will be put in place such as visual aids and 'first and then' boards, dependent upon the individual child and the support they need. Where appropriate the setting will access additional support from external professionals and experts who can access further help for the child and the family, outside of the setting. The setting may also be able to apply for additional grants and funding to support the child whilst in our care, for example by providing specialist resources and equipment, to providing targeted intensive support with a one to one staff member.

The setting will work alongside the family and gain advice and support from their area SENCO/Local County SEND Inclusion Partner where needed. Any additional resources are identified in the long term plans and business plans of the company to ensure that they are used and allocated accordingly.

The setting will regularly review all support provisions, developing as required to ensure they are as effective as possible.

3. How our setting creates learning and development opportunities for individual children with SEND:

At Go Bananas Pre-School & After School Club, the learning environment is accessible for all and easily adaptable. Learning is planned using activities and resources that cater to children's individual interests, with constant observation and assessment carried out by the child's Key Person thereby monitoring the child's development and plans for their next steps accordingly. They are well trained in identifying where children may need additional support and know how and where to access this.

Go Bananas Pre-School & After School Club believes in creating a wide range of different types of activities/experiences daily. This is done through a variety of resources available and out which children have free choice to use as well as

more structured, planned activities. Resources are regularly rotated and include sand, water, play-dough and mark making opportunities. Whilst our setting develops its own outside space, we ensure that all children have an outdoor experience daily which allows for free decision making, discussion and exploration. Children also have daily access to Go Bananas soft play equipment and to other toys and equipment, providing a sensory rich environment to promote discovery and exploration. This is even more crucial for children with additional needs.

Whilst based upstairs in the Go Bananas centre; all rooms are on the same level and if a child should have mobility issues we would aim to support them in every way possible by undertaking additional risk assessments of the environment, using the child's needs as a guide and endeavouring to install appropriate resources after taking into account their additional need/disability.

4. How our setting works in partnership with parents/carers:

Through the Key Person Approach Go Bananas Pre-School & After School Club works tirelessly to promote and develop our parent/carer partnerships. Go Bananas Pre-School & After School Club recognises that parents/carers are a child's first educator and believes that working in partnership with parents is of major value and importance to the setting in enabling it to provide a positive professional, fun, secure, safe caring and stable environment for them and their children.

The setting aims to form good relationships with parents/carers and ensure that they are active participants in the organisation of the setting. We believe the better our relationships with parents/carers, the easier information regarding their children (developmental, social or health related) can be exchanged comfortably between them and the setting staff. We will strive to achieve a strong and equal working partnership with parents by:

- The completion of a home visit and parents/carers to complete a thorough enrolment pack prior to the children starting childcare.
- Ensuring that a child's Key Person is available for regular discussions about children's development and progress, in the form of day to day sessions, termly parent meetings and Key Person appointments if requested.
- Making every effort to ensure that information for parents/carers is made accessible to them.

- Ensuring that parents/carers have the opportunity to participate in the EYFS and their child's individual learning and development daily through their child's online learning journal as well as sharing what we have been up to during the day at pick up time.
- Ensuring that parents/carers permission is gained and they are worked with to complete a SFA (Shared Family Assessment) form on their child, should they require additional support.
- We believe that the child's named Key Person is central to every exchange of information. Parents are welcomed into the setting to discuss their child's progress and welfare with the Key Person and are urged to share any relevant information about changes to their child's normal routine or family life.
- We encourage parents to first discuss any concerns or issues about their child with their Key Person.

5. How our setting decides on appropriate support for young children with SEND and how the setting supports the wellbeing of young children with SEND:

We provide an environment in which all children and adults are supported to reach their full potential. We have regard for the Special Educational Needs Code of Practice and include all children in our provision. We have a named member of staff as Go Bananas Pre-School & After School Club's Special Educational Needs Co-ordinator (SENCO). Our SENCO ensures we work closely with relevant external agencies and families to support each and every child according to their individual needs.

We provide practitioners with training and advice to support parents and children with Special Educational Needs (SEND)/disabilities. We identify the specific needs of children with SEND/disabilities and meet those needs through a range of strategies such as: children's individual learning programmes, observations and Care Plans. We work in partnership with parents, other agencies and settings in meeting individual children's needs by raising a SFA (Shared Family Assessment) form on individual children with their families to enable additional support from external agencies to be accessed. We monitor and review our practice and provision and if necessary, make adjustments.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and encourage them to play an active role in this. We ensure that we keep up to date with relevant

law/legislation and training, with particular regard to the IDP (Inclusion Development Program) and ECAL (Every Child a Learner), cascading this information to the staff and passing on information to the parents, for example speech and language strategies to use with children and the referral process. We liaise with other professionals involved with children with SEND/disabilities and their families, including transfer arrangements to other settings and schools.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (One Plan's) for children with SEND/disabilities. We use a system for keeping records of the assessment, planning, provision and review for children with SEND/disabilities. We use any SEND premium or other funding allocated to children with SEND/disability in the appropriate manner for that specific child and their needs e.g. a one to one support worker or additional resources/equipment and record this appropriately. We ensure that the environment is accessible to all and have flexibility within the equipment, budget and facilities to make adjustments as required. It is the aim of Go Bananas Pre-School & After School Club to ensure all children feel welcome into our nurseries and are included and integrated into the setting.

6. Staff training and experience in supporting young children with SEND:

Go Bananas Pre-School & After School Club highly values its staff and recognise them as their most important and greatest resource. It is in the interests of the setting, the children, their families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. Personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children. We ensure that the majority of our staff are childcare qualified to Level 3 equivalent or above.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed. Go Bananas Pre-School & After School Club accesses and provides additional external training on areas needed on the request of the individual or for the setting as a whole and can also gain training through our Essex County Council Inclusion Partner for individual children. We coach, lead and offer staff

encouragement and support to achieve a high level of morale and motivation on a day to day basis. We evaluate all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning.

7. Specialist services and expertise accessed by our setting:

At Go Bananas Pre-School & After School Club we are committed to the inclusion of all children and we will do everything in our power to accommodate them and reach every child's individual needs. To help develop every child's full potential we may need help, guidance and support from outside agencies. Outside agencies therefore can vary from Specialist Teachers to Speech Therapists and Health Visitors. Where needed, appropriate action may be raised to access some of these external professionals; for their support with a child with particular additional needs. Below are some of the example agencies and professionals that we may come across in the setting whether they are frequently visiting or rarely.

Specialist Nurse - may come into setting to give any treatment training, for example; epi pens, tube feeding etc.

Speech and Language Therapist (SALT) - will work alongside staff to support any children who may require extra help to develop their speech and vocabulary. They will work between home and the setting to ensure all parties are working together to support the child.

8. How our setting includes young children with SEND in community based activities and outings:

Go Bananas ensures children receive a stimulating and pre-planned outside experience each day; some of which include outings around the local community. Outings are an important part of the learning and development for children whilst an early years childcare setting. It is essential that children go on outings as regularly as possible to enhance their life experiences. Outings will be carefully thought out, planned and prepared for in advance with children's safety of paramount importance at all times. Adult: child ratios are maintained and where needed (for example if a child has additional needs) are increased. Permission must be gained by the setting's Manager or Assistant Manager before going on any outings.

Only children who have permission on their contract signed by their parent/carer are allowed to leave the setting to go on an outing. In the case of a child with additional needs, the parents will also be informed of any outing before this takes place. Risk assessments must be carried out on the intended visiting area, prior to the visit (even if the area has been visited before) to ensure that it is safe and no new hazards have occurred. Additional risk assessments will be carried out for children who have additional needs, taking into account any additional risks or hazards to the particular child. Areas will be assessed for the suitability of all children.

A nominated person/member of staff will take responsibility for the outing, carrying a fully working, charged up, credited mobile phone (normally the setting's own mobile phone which doesn't contain a camera) the contact details of which must be left at the main setting's building with the management team. There will be a qualified First Aider on every outing and a fully stocked first aid bag/box will be taken on all outings. This will include any specialist medication or resources needed for individual children.

9. How our environment is accessible:

We provide an environment in which all children and adults are supported to reach their full potential.

Go Bananas Pre-School & After School Club believes in creating a wide range of different types of activities/experiences daily. This is done through a variety of resources available and out which children have free choice to use as well as more structured, planned activities. Resources are regularly rotated and include sand, water, play-dough and mark making opportunities. Whilst our setting develops it's own outside space, we ensure that all children have an outdoor experience daily which allows for free decision making, discussion and exploration. Children also have daily access to Go Bananas soft play equipment and to other toys and equipment, providing a sensory rich environment to promote discovery and exploration. This is even more crucial for children with additional needs.

Whilst based upstairs in the Go Bananas centre; all rooms are on the same level and if a child should have mobility issues we would aim to support them in every way possible by undertaking additional risk assessments of the environment, using the child's needs as a guide and endeavouring to install appropriate resources after taking into account their additional need/disability. We ensure that activities and resources, including the way that they are stored are at low

level and use a wide range of aids such as visual imagery and knowledge of words in other languages for example.

10. How our setting supports young children with SEND when joining the setting and when transferring the children to another setting or school:

All children's transitions from the setting to school are handled as sensitively and carefully as possible with thorough handovers to their future carers/teachers to ensure continuation of care.

Upon childcare commencing at the setting, we recognise that children must be given time to settle into their new environments for example by having regular visits/settling in sessions. Home visits are also offered when a child is new to the setting to aid transition and the child's assigned Key Person is instrumental in helping both the child and their parents/carers settle, gradually introducing them to the new staff and children. Children's Key Persons will work with parents to aid transition by informing them of any changes/differences to routine. Transitions to school happen in the same way. The child's key worker will make contact with each school to liaise with teachers and gather information; particularly things such as photographs of all areas that will be applicable to the child e.g. coat area, school hall, classroom, bathroom. These photographs are turned into booklets that are shared with each child at the setting and can be taken home.

Staff will share and create a 'Transition Passport' for each child, which will be shared, with the child, their parents/guardians and also sent to the child's school, along with any other relevant and helpful information.

For further information on our Local Offer, to arrange a visit and for information/discussion of how we support parents/guardians and children of families with additional needs, please contact the following:

Go Bananas Pre-School & After School Club Manager: Angela Taylor

Go Bananas Pre-School & After School Club Assistant Manager: Sarah Drysdale

Telephone Number: 01206 761762

Go Bananas Pre-School Email: pre-school@go-bananas.co.uk

Go Bananas After School Club Email: asc@go-bananas.co.uk

Go Bananas Pre-School & After School Club's Named SENCO contact information:

Confidential email: Angela@go-bananas.co.uk

Contact telephone Number: 01206 761762