Jigsaws Childcare is an inclusive Full day nursery and may offer the following range of provision to support children with SEND

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| A Unique Child | |
| How will Jigsaws support my child to join the setting or help them transfer between settings? | On your first contact with Jigsaws our Operations Manager will show your family around the setting we will make sure that our staff are suitably prepared to meet your child’s individual needs on starting with us.  We suggest that your child attends a few taster sessions to help us assess their needs.  We will work with you to provide a consistent approach between home and Jigsaws to ensure a continuity of care  On joining the setting your child will be assigned a Key Person who will work closely with the family to support your child.  We will complete an ‘I am Special’ sheet with you to learn about your child’s needs and how best to support them.  We will ask if there are any previous reports or assessments from other settings, agencies or professionals which will help us support your child’s transition into Jigsaws.  Our management team will contact the relevant professionals to begin to develop lines of communication.  Your child’s Key Person will share their ‘I am Special’ sheet with the family helping to support building relationships.  A transition box containing personal care, transition comforters and specific resources will be made available.  TRANSITION FROM JIGSAWS  Were possible we would invite the new Key Person/SENco to observe your child’s strengths and needs  We would meet with your child’s new team to share successful strategies, share targets on ILPPs, and using the online system Parents Zone, you can see what your child has been doing on a daily basis, we also do termly Assessments.  Your child’s Key Person would support your child’s transition through using pictures, stories and vocabulary about the transition and new setting.  Our Management team would allocate funding for your child’s Key Person to attend settling in sessions at their new setting where possible. |
| How does Jigsaws know if my child needs extra help? | Children who come to us before any SEND are identified will have on-going observational assessments, these are linked to the statutory framework laid out in ‘Early Years Foundation Stage’. This can in some cases identify individual needs.  If needs are identified, your child’s Key Person will discuss them with our Operations Manager at our monthly Key Person meetings. Which will then if needed be brought to the attention of the settings Special Educational Needs co-ordinator (SENCO).  At this point we may approach you to discuss our concerns and to ask permission, if we feel it appropriate, to seek further advice and support from professionals outside of the setting.  Jigsaws has a trained SENCO who can offer advice and support to the Key Person and the family. The SENCO can liaise with other professionals to seek advice. |
| What should I do if I think my child may have special educational needs? | If you have concerns about your child’s development we have an open door policy and can arrange a mutually convenient time to discuss your concerns with you.  Jigsaws provide a review at parent’s evenings which run three times a year and are a good opportunity to raise any concerns as we go through your child’s developmental assessments. |
| How will Jigsaws staff support my child’s educational development? | Your child’s wellbeing and educational development is at the heart of everything we do at Jigsaws. Through observations, assessments and evaluation, through listening to your family and your child our Management team, SENCO and your child’s Key Person will prepare an ILPP (individual learning and provision, plan).  This plan will identify individual needs and plan next steps that the Key Person will support your child in, it will assess if additional support from others such as speech and language therapy would be required. |
| How is the decision made about how much support my child will receive, who is involved and how am I involved? | Through observations made by your child’s Key Person and through linking these to staff’s knowledge of the Early Years Foundation Stage and child development, we can identify those children who may require additional support.  At this point we would discuss any extra support needed with the child’s parents or carers  Extra support would be put into place with the aim of enabling the child to become more independent within the setting.  If additional support from professionals outside the setting was required the Key Person, parents, setting SENCO and Managers would liaise to discuss how best to approach this.  If it is felt by all that Inclusion Funding or a CAF is required, Jigsaws would support the family in identifying the level of need and submitting the correct paper work. Element 2 Funding can also be obtained through a can-do assessment which can be filled out by parents and SENCO.  The area SENCO Early Years Advisory Teacher and Jigsaws SENCO will support the decision-making process linked to planned targets on any action plan and or ILPP. The ILPP will be written with parents and will include how families can support their child at home. |
| Positive Relationships | |
| What are the responsibilities of the setting managers to support an inclusive practice? | As a management team we are responsible for creating an inclusive setting, we do this through ensuring our staff are sufficiently trained, that the environment is inclusive with resources that reflect diversity positively. That all are respected and welcomed through our door and that our policies and procedures, practically reflect our ethos of inclusive practice. |
| How will I know how my child is doing? | Your child will be observed daily by their Key Person, this will link to the EYFS using the internet based app called I connect that links to the Parents Zone app where you can see daily what the children are achieving. Parents can also send pictures and a quote of what children are doing and your Key Person will link this. Details can then be seen on the child’s timeline. The child’s Key person will sit with the Operations Manager and do the child’s assessments and discus the child’s next development targets to help them progress. These observations and assessments are fed back to you at Parents Evening but with our open-door policy meetings, can be arranged with your Key Person as required.  Your Key Person and the setting SENCO will review the targets set within the ILPP and as targets are met and new targets are achieved your Key Person will inform you directly  Reports from other professionals such as SALT will be fed back to you either by your Key Person or our SENCO  Jigsaws staff can attend CAF, and review meetings at the parents request to help identify successes and progress.  A monthly newsletter is sent out to all parents explaining about setting activities, trips and transition details.  Individual email updates for parents can be arranged if they find it difficult to discuss their child’s needs within the setting environment. |
| What support is there in the setting for my child’s physical and emotional well-being? | Please refer to our settings settling in and transition information under the Unique Child heading.  Our staff act as good role models to the children in our care, they provide a consistent approach and adhere to our behaviour policy.  Our staff are able to provide a flexible approach to your child’s routines and the environment. Your child’s Key Person will undertake their personal care routines with respect and discretion. Personal care plans can be adopted where necessary.  Our staff are trained to administer medicine and where this may differ training will be undertaken.  Additional strategies undertaken to support your child’s emotional well-being while at Jigsaws include visual guides for timetable, routines and emotions.  Differentiated activities and resources to allow supported and independent play |
| What specialist services and expertise are available or can be accessed through Jigsaws? | All our staff are trained to a high level and are supported by teaching and Early Years Professionals. Staff have training in Makaton, basic autism, Autism Level 3, speech and language and behaviour management amongst others.  We link to local Health Care services and professionals  We have strong links to our local Children’s Centre in Sherburn, Tadcaster and Brotherton and staff are able to sign post parents to support. |
| How will you help our family, support our child’s learning outside of Jigsaws? | Using I connect we do a daily diary where we write about your child’s day, communication between learning at Jigsaws and home can contribute to an on-going conversation. You can also send in pictures for us to talk about within the setting from home.  At parent’s evenings you and your Key Person can review the child’s development, review assessments and discuss next steps within the setting and at home.  Staff at Jigsaws including the Key Person and SENCO will discuss with you how to support your child’s needs outside the setting and how they are supporting your child’s learning and development within the setting. |
| How will our family be involved in planning for our child’s education? | Parents are involved from the settling in period. As the most important person in your child’s education sharing information with us will help plan their next steps.  Parental permission will always be sought if outside agencies or professional advice is required |
| Enabling Environments | |
| What training have Jigsaws staff had in supporting my child with SEND? | Our SENCO has under taken rigorous training including SENCO networks, portage training, autism and effective communication.  All staff have attended equality, diversity and inclusion training. Some have attended Makaton Training.  Staff CPD records are available to review upon request |
| How will my child be included in experiences away from the setting? | Parents will be involved from the outset in any experiences away from the setting, sufficient staff support and individual risk assessments will be undertaken by the management team, Key Person and parent input.  A visual guide can be used to support and excursions and any appropriate aids, medicines or resources will be taken along |
| How accessible is the setting environment? | Accessible building and toilets are available, where there are limitations to the building these will be explained  We can arrange outside help where language is a barrier to inclusion and arrange for literature to be translated  We provide multi-sensory experiences as part of our core provision and where possible will provide sensory play equipment to support your child.  We continue to work with specialists, review the latest guidelines and statutory requirements to support inclusion within our setting and review our policies and procedures yearly |
| How do you allocate your budget to support my child’s SEND? | We have knowledge in how to apply for Inclusion Funding, we budget yearly to support CPD, a proportion of our designated budget can be used to support additional resources. |
| Who can I contact for Further information? | Your child’s Key Person should be the first point of contact, you will receive information on who this is and a copy of their staff Information sheet.  The SENCO and Management team are visually shown on our Parents Information Board in Jigsaws reception  The setting has a named lead professional on Behaviour Management  The setting can access support for parents from various other professionals  Families Information Service and children’s Centres can be contacted for support and advice and Jigsaws can guide you in the right direction |
| Who can I talk to if I am unhappy? | Jigsaws has a complaints policy  Ofsted information is displayed on the notice board in reception |