

## The Setting

- The nursery is a new provision for Rainbow Hub, a charity that has been providing therapies and support to disabled children and their families for over 20 years.
- The nursery is accessible to any child aged 2 – 5 years with an identified or emerging special educational need.
- Rainbow Hub nursery is open from 9.00 am until 4.30pm Monday to Friday during term time only.
- Rainbow Hub Nursery aims to give children with additional needs the opportunity to develop, be happy and make friends with other children who have similar challenges.
- The Nursery is situated at Rainbow Hub in Mawdesley, a small rural village just a short drive from Leyland and Chorley.
- We have a large classroom together with a sensory room, sensory integration and soft play room, and a music and movement room including a Rebound Therapy trampoline. We also have extensive, enclosed outdoor areas to provide a safe yet stimulating and challenging experience.
- Children will be cared for by highly experienced early years staff who understand how to meet the individual needs of children and give them that little bit of extra support to help them achieve their potential within the guidelines of the Early years framework and Ofsted regulations.
- Children are grouped based on their abilities and needs rather than age.
- Class sizes remain low with a maximum of 10 children per class and a minimum of 3 staff members.
- The nursery is managed by Karina Plumb who leads the Deputy Manager (Zara Rimmer) and the SENCO (Sonia Harris) who both currently also act as key workers. As numbers in the nursery grow, additional staff will be recruited.
- Nursery staff have extensive experience in working with children with a wide range of special educational needs and disabilities.

### The Setting

- The building is specifically designed to be fully accessible to children using wheelchairs and other mobility aids. All areas of the nursery are level and on the ground floor.
- There is ample off road parking available on our car park, including dedicated disabled bays.
- There are three separate toilet areas housing seven children's toilets, a disabled toilet, a baby change and a ride and fall changing bed with mobile hoist. In a separate building we do have a fully accessible changing room including shower, full sized changing bed and H track hoisting system.

### The Information

- Signs, posters and pictures are used around the setting to act as visual aids and to allow choice making for non verbal children.
- There are several notice boards around the setting displaying information on safeguarding, EYFS, the team and policies and procedures.
- Upon enrolment parents are provided with a 'Welcome Pack' which contains information about the setting.
- Notice boards also include information on teaching techniques used in the nursery and other essential information.
- All information can be made available in an alternative form if required.
- The nursery manager and SENCO can provide parents/carers with information relevant to children with additional needs, or signpost to other agencies and can assist with completing Disability Living Allowance and other forms.

### The Provision

- The base room is specifically set out to meet the needs of children with a range of abilities.
- Where possible, resources are stored safely at floor level to encourage child led play, including those children who are floor based.
- All resources are displayed using picture, symbol and sign graphics to support access for the children.
- The setting has a range of specialist equipment to support learning and play including specialist seating and trikes, wedges, standing and walking aids as well as ample room to accommodate wheelchairs where required.
- The sensory room has a small trampoline, lights, switches and an interactive floor mat to encourage choice making, sensory stimulation or to act as a calming space.
- The active movement room can act as a challenging environment for those children who are more ambulant or as a sensory integration room for those with sensory processing difficulties.
- Rebound Therapy is offered within the setting. The Deputy Manager is a qualified Rebound Therapist.

- The sound and movement room offers children the opportunity to develop communication through sound and movement using specialist equipment such as a soundbeam and visual nursery rhymes.
- All of the rooms are open and the children are able to free flow.
- All learning activities are differentiated to meet the learning needs of each individual child.

## Identification and Early Intervention

Rainbow Hub specialises in providing nursery places for children who are already identified as having an additional need.

- Rainbow Hub Nursery provides carers/parents with a Welcome Pack to enable them to provide information about their child and to help staff to share information about the child's strengths and needs.
- Children are at the heart of all we do and accordingly we work together with carers/parents and their children to provide the care and support needed to achieve the desired outcomes.
- Each child has a key worker. Their role is to develop trusting, sensitive relationships with carers/parents and children to enable respectful sharing of information. If parents/carers have any concerns about their child's development they can arrange to discuss these privately with the key worker.
- Staff carry out assessments within two weeks of a child starting with subsequent ongoing assessments. Any indicators of potential additional needs are highlighted at the earliest opportunity. From there an individual plan is prepared with input from carers/parents. On request our SENCO will explain how children's individual needs can be met by planning support using a Targeted Learning Plan (TLP), and the advice from the Area SENCO. Our SENCO will also explain who may be involved and their roles.
- We also look at reports from health care professionals, for instance; health visitors, speech and language therapists, occupational therapists to identify a child's individual needs. We welcome carers/parents and professionals sharing these reports which facilitate appropriate planning to meet specified needs.
- We work in partnership reviewing the TLP targets, planning new ones together, and giving carers/parents ideas to support the child to at home. Observations, assessments and evaluations all contribute towards TLP's and a child's key worker oversees the targets on the TLP.
- Ongoing observational assessments are made of all the children and are linked to the 'Development Matters' i.e. ages and stages of development. If a child's key worker has identified a possible individual need, they will discuss this with carers/parents in private, and plan together (with the SENCO) to support a child's learning and development.
- The nursery's SENCO has many years experience working with children with additional needs and will offer support and advice to a child's key worker and other staff in the setting. Where necessary the SENCO will also liaise with other professionals to seek advice and support in identifying individual needs.
- Support and advice can also be sought from the Local Authority SENCO, and Early Years

Advisory Teacher with permission.

- A child's key worker is usually in nursery for the sessions attended by the child. This means they are able to foster a relationship with and understanding of the child. Another member of staff, being a close second Key Worker, ensures support is provided in the absence of a key worker.
- The nursery management team is responsible for implementing the inclusive policies, ensuring that: policies are in place and up to date, staff are able to attend relevant training, staff meetings take place to explore SEND and inclusion issues, the environment is inclusive, and to provide information packs for carers/parents.
- They also promote our open door policy, assuring everyone receives a respectful welcome.

## Teaching and Learning Part 1 – Practitioners and Practice

- Our teaching and learning is offered to the children using all three characteristics of effective learning. This benefits children's individual learning styles and needs whilst supporting them in meeting their personal goals and targets.
- Our daily experiences and routines promote strong British Values which helps to build up strong self esteem and awareness, confidence in ourselves and Individuality
- At Rainbow Hub we believe that it is important to give every child the best start in their development and education and the Nursery confidently provides a range of interactive and benefiting facilities to both challenge and support children with additional needs whilst our caring and friendly staff offer reassurance and care to the highest standard.
- Each child has a key worker. Their role is to develop trusting sensitive relationships with carers/parents and children to enable respectful sharing of information. If carers/parents have any concerns about a child's development they may request a private appointment to discuss the issues.
- The staff plan learning opportunities for all children in the nursery with Key Workers planning activities, considering next steps, children's interests, development stages and additional needs.
- Differentiation for the children and provisions and enhancements for an enabling environment are carefully considered and put in place.
- Plans are also made from Targeted Learning Plans.
- Nursery staff carry out assessment of children on an ongoing basis with evidence logged in Learning Journeys. These Learning Journeys belong to carers/parents and the children. Accordingly, they are accessible to them at all times on request.
- We also hold Parents Evenings where carers/parents can take time in the setting to look through the Learning Journeys and discuss them with staff.
- Upon completion of a Journey booklet it is given to carers/parents for use in the next stage of the child's education and life.
- Our staff make baseline assessments (at two years) and starting point assessments (for

older children) within four weeks of them starting with subsequent ongoing assessment. Observational assessment is used to establish a starting point. The key person will observe the child in the first four weeks of them settling into nursery and complete a summary sheet based on their observations. These will be clearly marked on their EYFS tracker sheet and are used at several points during the child's learning journey. The EYFS tracker sheets are linked to the EYFS ages and stages of development.

- Activities, experiences, routine resources and provision are planned for the individual. Any early indicators of potential additional needs are highlighted at the earliest opportunity. Subsequently an individual plan is implemented with carer/parental input.
- The nursery uses the EYFS Development Matters and ATTS for our assessment and considerations. A copy of this is available online.
- The setting has an 'open door' policy and encourages practitioners to develop strong liaisons with carers/parents at drop off and pick-ups as they are crucial to building carer/parent partnerships and to help progress children's development. Telephone contact with carers/parents during the day complements this practice if requested by carers/parent. Within the setting there are communication systems in place, for example; home/setting books, carers/parents evenings, carers/parents meetings, daily conversations with carers/parents when they collect / bring their child to nursery and newsletters.
- As a setting we can agree a comfortable form of communication with the carers/parents including verbal, written, email or text.
- We invite carers/parents to share their knowledge with the staff about their child's interests, achievements and development. Carers/parents are involved from the initial visits at nursery when they register their child at the setting.
- The child's strengths, need, like and dislikes are discussed at this point and an 'All About Me' is produced.
- Carers/parents are encouraged to share information with members of staff from the onset and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family.
- Carers/parent's knowledge of their child is important and partnership working is sought at every point including Targeted Learning Plans (TLPs) and reviews.

## Teaching and Learning Part 2 - Provision & Resources

- Our SENCO has a number of years experience of with children requiring additional support.
- A delegated budget is used to train staff and we ensure staff members obtain the relevant training to optimise each child's potential. The nursery has a specific budget to provide for resources that better meet additional needs, such as visual time tables, speech and language resources, EAL cards, sensory equipment and resources to aid physical development.

- Staff training records are held on file, and relevant training can be viewed on request.
- Through the observation process linked to the EYFS ages and stages of development, and in discussion with carers/parents we will identify what support is required.
- Extra support will then be put in place if necessary, with the aim of enabling a child to become as independent as possible within their environment.
- Ongoing partnerships with carers/parents, other professionals and ourselves will support the discussion making process.
- Our SENCO will give advice on meeting a child's needs within the nursery, in consultation with carers/parents and other professionals, where necessary and with your permission.
- The nursery SENCO will advise carers/parents on the process of applying for extra support, and the Inclusion Funding process will identify the level of need, based on the evidence submitted by the setting and other professionals who are working with carers/parents and family to support the child.
- Reports from health care professionals, and other professionals who are working with a child, will be used to plan support within the setting.
- The Local Authority SENCO, or the Early Years Team, or other professionals working with the nursery SENCO, will support the decision making process to planned targets on the TLP.
- The TLP will be written with carers/parents and will include how they can support a child at home.
- Staff meetings within the setting will ensure all staff working with a child knows the child's strengths and needs and how to support them.
- The nursery will endeavour to include carers/parents in the planning of outings to identify the strengths and needs of a child.
- The nursery can prepare a photo book for the children so they know what to expect and invite all carers/parents to accompany children on the trip
- The nursery will carry out a risk assessment linked to the visit and the needs of all the children, including carers/parent and supporters, prior to the trip. The nursery will also take along any aides or medication children may need. All visits or trips would be planned in order to include all the children.

## Transitions

- At Rainbow Hub we advocate that carers/parents and children visit the setting before joining. The nursery places much importance on the children getting a feel for whether or not they are comfortable in the nursery.
- Once a start date is agreed the nursery also offers free taster sessions with a gradual build up ahead of the formal start date. This enables children to become familiar with their key workers before starting their sessions. This also gives the nursery an opportunity to get to know carers/parents and family and provides them occasions to share with nursery details of their child's needs, the involvement, if any, of other agencies, and agree with a consistent approach that ensures the continuity of care for their child. This can also be

done in a meeting before a child starts preferred by carers/parents.

- Nursery staff will meet with other professionals, e.g. health care professionals, to put in place transition planning/a health care plan, or to seek relevant training before a child starts.
- If a child attends another setting whilst with us, or leave to go to another setting we would invite the child's new key worker/teacher and SENCO to attend sessions with the child to help them become accustomed and to discuss a child's strengths and needs.
- Nursery will arrange a mutually convenient transition meeting with carers/parents where arrangements will be made for the child's placement into their new setting. This will ensure the new setting has time to make necessary plans for any changes they may need to make, sharing targets on your child's TLPs, and minutes of review meetings along with any other information that may be relevant to the child.
- It may also be possible to arrange for a child's key worker to attend settling in sessions with them at the new setting, to help promote a smooth transition.
- For transitions to 'big school' at Reception age, the nursery produces a comprehensive Transition Document that will go to a child's new school teacher. Primarily it shows the voice of a child followed by a page for carer/parents observations and important information they want to share. The document discusses strengths, interests and areas for development, followed by assessment information. The nursery wants the new Reception teacher to have the best picture possible of a child in order to make a smoother transition and one that will be wholly beneficial to the child.
- The nursery will arrange for reception teachers to come and visit to talk about the children and consider any additional requirements.

## Reviews

- Rainbow Hub Nursery believes that one of the main keys to effective teaching and learning is having a strong Parent partnership with our parents. We work closely with all our parents to ensure that their child is happy, secure and is working towards achieving their own personal goals. Regular meeting are welcomed to share information and progress with parents and daily conversations are always initiated to share daily experiences and achievements together.
- Practitioners provide parents with regular communication to discuss their child's learning and progress.
- All about me forms are completed with the child's Key worker on starting Nursery, Home link booklets are shared each session with information and learning progress and daily learning experiences are set up with the feedback and input from parents (parent input sheets). What to expect when booklets are also given to Parent to complete and all information received is imputed into their first baseline assessment.

- Parents evening and meetings are held termly to discuss progress and recent assessments, new targets and progress/ areas of development are discussed, TAF meetings are attended alongside parents and other professional.
- Home experiences, questionnaires and helpful information are provided to parents via our parent notice board, along with upcoming events for Parents to become involved within all our services.
- We have small ratios and groups here at Rainbow Hub which allows us to create special and meaningful bonds with both our children and their parents.
- The relationship among children and practitioners is very strong and can be seen and heard at all times throughout the daily sessions.
- Key workers have strong understanding and knowledge of all their key children's cultural capital and care needs and understand how to use this knowledge effectively to be respectful whilst making sure the children always feel safe and secure.
- Key workers meet and greet both children and parents in a positive manner which is warm and welcoming and parents are very relaxed around them often staying for a chat about their children before leaving them for the day.

## Staff Training

- The management team and SENCO at Rainbow Hub Nursery all have many years of experience working with children with additional needs and are able to offer support and advice to workers and other staff in the setting.
- Rainbow Hub Nursery staff are all highly qualified and all staff members hold an early years qualification of Level 3 or above and are currently studying to achieve and progress to the next level.
- Rainbow Hub Nursery ensure that all staff are highly trained in all areas of care routines and education for children with SEND needs and their knowledge and understanding is regularly monitored and reviewed by the manager to maintain high standards and effective care and education.
- All Mandatory Training is updated annually to maintain strong and effective knowledge and understanding of all areas of SEND and any current training updates or needs are addressed and offered to staff to support their practice..
- Regular meetings and discussions with staff are held to ensure any areas of development are addressed promptly and effectively.
- Rainbow Hub offers all staff extra training in areas such as Manual Handling, Administration of medications, Autism awareness, Epilepsy training and much much more. Again these are updated annually or where relevant.
- The nursery manager has extremely high knowledge in Safeguarding children and ensures that all staff safeguarding knowledge is strong and effective, especially around children



with disabilities.

- The SENCO attends all regular update meetings with the specialist SEND team.
- The Nursery deputy is a specialist rebound therapist who offers Rebound therapy and support to children with additional needs.
- Rainbow Hub Nursery staff have knowledge and experience of implementing both sign language and PEC communication systems to children with speech and language needs and staff training is available at all times through our communication support worker.
- Training on specialist equipment is given to all staff before usage.

## Further Information

- For further information please contact the Nursery Manager, Karina Plumb, on 01704 823276 or by email at [k.plumb@rainbowhub.org](mailto:k.plumb@rainbowhub.org)
- Should a parent/carer wish to discuss their child they can do so at any time with their child's key worker or the Nursery Manager.
- If parents/carers are unhappy they should raise any concerns with the Nursery Manager at the first instance. If the matter cannot be resolved we will direct parents/carers to follow our complaints procedure.
- The Nursery operates an open door policy although the needs of the children may make it difficult to accommodate visits on occasions.
- All staff are encouraged to communicate with parents/carers at pick up and drop off times every day. Appointments can be made to see specific staff at specific times and should be arranged with the Nursery Manager.
- All individual staff can be contacted via email, telephone and home-nursery diary.