**Trinity Tots Nursery**

**Additional Support Needs and Disabilities**

HSCS: 1.1, 1.2, 1.6, 1.19, 2.8

**Statement of intent**

At Trinity Tots Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences, and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child’s needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision of their child’s individual needs to enable us to help the child to develop to their full potential. We are also committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery’s facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child’s parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs, any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

* Liaising with the child’s parents and, where appropriate the child
* Liaising with any professional agencies
* Reading any reports that have been prepared
* Attending any review meetings with the local authority/professionals
* Observing each child’s development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

**Additional Support For Learning – Covid 19 Addendum**

Vulnerable children continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with coordinated support plans this will be informed by a risk assessment approach.)

Assessment for all children will take place gradually over the next few months with a strong focus on re-settling children. Strategies and support will be put in place for any children with noticeable gaps in development progress.

**Aims**

We will:

* Recognise each child’s individual needs.
* Include all children and their families in our provision.
* Provide well informed and suitably trained early learning and childcare practitioners to help support parents and children with additional support needs and/or disabilities
* Develop and maintain a core team of staff who are experienced in the care of children with additional needs and name an ASL Co-ordinator who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to additional support needs/disabilities.
* Identify the specific needs of children with additional support needs and/or disabilities and meet those needs through a range of strategies
* Ensure that children who learn quicker, e.g. gifted and talented children, are also supported
* Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
* Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
* Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
* Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
* Encourage children to value and respect others
* Challenge inappropriate attitudes and practices
* Promote positive images and role models during play experiences of those with additional needs wherever possible
* Celebrate diversity in all aspects of play and learning.

Our nursery Additional Support for Learning Co-ordinator is Laura Robertson.

The role of the ASL Co-ordinator is to take the lead in further assessment of the child’s particular strengths and weaknesses, in planning future support for the child in discussion with colleagues, and in monitoring and subsequently reviewing the action taken. The ASL Co-ordinator should also ensure that appropriate records are kept including those with statements. The early learning and childcare practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Laura works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the additional support need and/or disability practice and policy of the nursery, always making sure plans and records are shared with parents.

**Methods**

We will:

* Designate a member of staff to be Additional Support for Learning Co-ordinator and share his/her name with parents. Currently this is Laura Robertson.
* Ensure that the provision for children with additional support needs and/or disabilities is the responsibility of all members of staff in the nursery.
* Ensure that our inclusive admissions practice includes equality of access and opportunity.
* Ensure that our physical environment is as far as possible suitable for children and adults with additional support needs and/or disabilities.
* Work closely with parents to create and maintain a positive partnership which supports their child(ren).
* Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education.
* Provide parents with information on sources of independent advice and support.
* Liaise with other professionals involved with children with additional support needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child’s needs to ensure information exchange and continuity of care
* Provide a broad and balanced early learning environment for all children with additional support needs or disabilities
* Provide differentiated activities to meet all individual needs and abilities
* Use a system of planning, implementing, monitoring, evaluating and reviewing strategies from Up, Up and Away for children with additional support needs and/or disabilities and discuss these with parents
* Review Up, Up and Away strategies regularly.
* Ensure that children with additional support needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
* Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
* Provide resources (human and financial) to implement our additional support needs/disability policy
* Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* Provide in-service training for early learning and childcare practitioners and volunteers
* Raise awareness of any specialism the setting has to offer, e.g. Signalong trained staff
* Ensure the effectiveness of our additional support needs/disability provision by collecting information from a range of sources e.g. Up, Up and Away reviews, staff and management meetings, parental and external agencies’ views, inspections and complaints. This information is collated, evaluated and reviewed annually
* Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
* Monitor and review our policy annually.

**Getting it Right for Every Child (GIRFEC)**

Trinity Tots Nursery adheres to the process and standards applied through GIRFEC**.** GIRFEC is Scotland’s national approach to improving outcomes and supporting the wellbeing of children by offering help at the right time from the right people. It supports children and their parent(s) to work in partnership with the services that can help them.GIRFEC put the child the centre of the process ensuring that everything benefits the child.

**GIRFEC Protocol if concerns arise regarding a child at any stage**

* Staff will immediately begin to monitor the child, creating observations and highlighting areas of concern (continuous monitoring for 1 month minimum).
* Where concerns continue (more than a continuous month), the individual’s key worker will inform the parent(s) of the concerns.
* A Well Being Concern Form will be completed by key worker and ASL Co-ordinator
* If appropriate the process of Up Up and Away will commence
* Continuous monitoring must be evident throughout in order to gather as much information as possible regarding the child’s needs.
* If a child changes environment (such as transition to a new room, new key worker etc) the previous Up, Up and Away must be restarted in order to determine the effect of the new circumstances on the child.
* If concerns heighten or continue, an Assessment of Need will be completed. This is to ensure the best possible outcome and strategies are evident for the child, with concerns highlighted and appropriate outside professional bodies contacted.
* Staff will continue to track the child’s progress and if concerns remain or heighten a child planning meeting must be arranged, with the appropriate bodies in attendance (e.g. key worker, parent(s), physiotherapist, paediatrician). Parents must be provided with ‘Information for Parents on CPMs’, and ‘Family Thoughts and Comments for CPM’ prior to the meeting and must be given a ‘Parent Carer Evaluation’ after the meeting. And professionals who cannot attend should be sent ‘Professional Vieew for CPM’ form.

Parental consent will be sought at **each** stage in the above process in order to ensure a good working relationship is maintained and the most effective strategies are in place to benefit the child. Written parental consent is not always required, however when verbal consent is given it **must** be noted with the exact conversation, time and date provided. Preferably an eyewitness will be present during the conversations to ensure no confusion over the discussed topic.

**Systems for evaluating the impact and process of GIRFEC and Up Up and Away;**

In order to ensure that the processes and standards of GIRFEC are maintained, Trinity Tots Nursery will continually monitor and track all evidence and evaluation throughout. When appropriate, advice and assistance will be sought from outside agencies, with regular meetings to ensure high standards of communication and that the child remains at the centre of the GIRFEC process.

**Coordinated Support Plan (CSP)**

This is an educational plan which supports children who may have additional support needs. Not all children who have additional needs will need a CSP, however, where a child has complex needs or requires a high level of support or support from different agencies a CSP may be deemed useful.