ROMPERS PRIVATE NURSERY
ADDITIONAL SUPPORT NEEDS POLICY

Policy Statement:

At Rompers we value all children as individual and we provide support to meet a wide range of needs.

Aims of this Policy:

- We aim to meet the needs of each individual child and their families
- We aim to support all children by working in close partnership with additional support needs professionals
- We aim to provide equality of experiences for children with additional support needs

UNCRC Articles: 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 23, 24, 28, 29, 31, 42.

Procedures:

General:
- We provide a relaxed atmosphere where we build positive relationships with children, parents and carers.
- Ensure the views of the children and their parents are taken into account when making decisions about them.
- Ensure children's needs are recognised early on and appropriate support is given.
- Outline the roles and responsibilities of staff and how they can support children with additional support needs.
- All children will have the opportunity to develop independence and choice, appropriate to their individual needs and ability. Appropriate support and challenge will be given to each child appropriate to their age and stage of development.
- Staff will communicate with parents/carers on a daily basis about their child's progress, interests and any changes in their needs which the nursery need to be aware of during daily feedback times.
- We value all children as individuals and treat them with respect.
- We ensure all experiences and learning possibilities are accessible to children and adapt if and when required.
- Staff support children to have positive views and images of children with additional support needs through discussion and images if required.
- We have an access ramp at the back of the building.
- Staff will participate in additional CPD to support children with additional support needs such as administering medication, Makaton/BSL training. This information from CPD will be discussed when necessary at the next staff meeting

- o An appropriate individual risk assessment will be put in place if needed to support the individual needs of the child.
- o Use of development trackers to establish support.

Individual Support:
- o Management/Team Leader/Key Worker will hold an initial meeting with parents to discuss both their preferences, the needs of their child and how we can support their child and their full potential while attending nursery. These conversations will begin at the viewing process and will continue during the settling in period.
- o The Management/Team Leader/Key Worker will attend any relevant meetings if requested or arranged by parents.
- o Rompers will support and accommodate other professionals to visit the nursery and observe the child's individual needs.

Arrangements to support children's learning and development further may include but are not limited to:

Communication Passport and Visuals:
- o To further support a child's communication a communication passport may be used to document key information about the child. This includes key information in response to the following questions: what people like and admire about me, what's important to me, how best to support me and how I communicate.
- o A draft is completed and shared with the parent in a meeting between Management/Team Leader and parent. Any changes are made and a final copy is shared with all staff in the room and with the child's family at home. If appropriate for the child, their views and opinions are sought.
- o A communication passport is used to provide a consistant approach to communication for the child.

Individual Learning Plans (ILP's):
- o If a child is requiring further support or challenge in a specific area of learning and/or development, Rompers will use an ILP (Individual learning plan). This will work alongside in room planning. Parents will be given a copy of the ILP at the start of every six weeks and asked to sign the individual learning plan.
- o To ensure that the child's individual needs are met, ILP Plans will be worked on by key person and team leader which is appointed to support the child and their family.
- o All team leaders and room staff will be aware of ILP's.

Success Folders:
- o A child may be given a SUCCESS FOLDER if necessary to support their learning and development. A success folder is used to celebrate and document the child's individual journey.
- o ILP's and other documents such as photos, meeting minutes and assessments are kept in an easily accessible format. Staff, management, and key workers can use these folders to refer to if needed and will be used as a working document.

- All team leaders and room staff will be aware of success folders.
- Management will arrange a meeting with any child's family once a term to review their success folder and discuss how further support and challenge can be provided to support the child's individual needs. The Team Leader/Key Worker will also attend this meeting. Records of these meetings are filed in the child's success folder.

Monitoring:

- Daily communication with parents/carers.
- Allocate each child a key worker to support their needs.
- Regular consultation with additional support needs professionals.
- Regular review of IEP's and Success Folders.
- Monitoring of professional profiles which hold weekly/daily observations.

Review:

Date	Management	Track of Changes
August 2021	P. Guthrie	none
August 2022	Staff Member Z	Team leader, key worker and nurture champion will hold initial meeting with parents, removal of outcomes will be shared with relevant team members, staff to share feedback daily with parents, children with ILP do not always have success folders.
November 2022	Staff Member Z	No changes
February 2023	Room Champions	UNCRC articles added
April 2024	P. Guthrie	Update of success folders, communication passports and IEP's to reflect current practice.
September 2025	C. Farmer	Added that development trackers are in use to establish support.