



# **SEND POLICY**

**2020**

# **Moat House School**

## **Special Educational Needs (SEND) Policy Statement**

### **2020**

#### **Our Mission Statement is:**

To provide a happy, safe, healthy and stimulating environment where all are valued as individuals and are encouraged and supported to reach their full potential.

#### **Background information about the school and its provision for students with Special Educational Needs and/ or Disabilities**

Moat House is Stockport's Pupil Referral Unit for pregnant school age girls and school age mothers. We also provide educational programmes for post 16 students who are pregnant or are mothers. As such, all of our students have additional needs; at Moat House they have access to the specialist teenage pregnancy midwives and Health Visitors, as well as specialist input from a range of support services. In school, they have access to emotional support from the Pastoral Manager and other staff, and practical help around housing and benefits, as well as a full time Young Parents' Project Worker who supports post 16 students in accessing learning and moving into further education. Our on-site nursery offers a range of advice and support with parenting from highly qualified staff.

The range of difficulties experienced by our students identified as have SEN includes dyslexia, ADD, autism, delayed development, general learning difficulties, SLCN (speech, language and communication needs), Specific Learning Difficulties, hearing difficulties, behaviour difficulties, mental health difficulties, emotional needs, post natal depression, bereavement issues including stillbirths, Child Protection issues, drugs and alcohol issues, and low or non school attendance.

#### **Aims and objectives of the school's SEND policy**

- The Headteacher, teaching staff and support staff will endeavour to ensure that the necessary provision is made for any student with special educational needs.
- The Headteacher and staff are committed to identifying and then providing for any student's special educational needs.
- We aim to facilitate a student's learning by identifying their individual needs and taking steps to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND Code of Practice, 2014, and the Equality Act 2010
- We will continuously evaluate and develop our ways of working with each student to provide the highest quality of provision, built on Quality First Teaching, to ensure that

differentiation, classroom strategies and intervention work allow each student to make the most progress they can, including academic and social, behavioural and emotional. High expectations of a student's achievement, academically, socially, behaviourally and as parents, form the basis of our ethos and approach.

- We use the principles and structure of the Stockport Entitlement Framework (2019) to guide our work with students with SEND and their families.
- The SENDCo will continue to undertake training to develop best practice and, in turn, train other staff where appropriate, in order to enhance SEND provision.
- We are committed to providing educational experiences which allow all students to develop confidence in their abilities and gain the best qualifications they can.
- Activities and curriculum are organised to ensure that all students have access to as broad, balanced and high quality an education as possible, which allows them to make progress and succeed.
- Our approach has inclusion at its heart, and we aim to provide extra-curricular engagement activities which allow our students to feel part of the wider community; visits to theatres, cinemas, museums, libraries and bookshops, as well as local colleges and places of work, are offered in order to enrich students' wider experiences as well as to prepare them for further education and work.
- In addition, links with referring schools are nurtured in order to foster a sense of inclusion.
- Taking account of the fact that our students are mothers, we aim to make educational provision which allows them to develop confidence in educating their own children, and sessions, whether they be mainstream lessons or intervention, are often delivered with this in mind, which in turn enhances students' motivation. Discreet Parenting lessons are also part of the weekly curriculum.
- In addition, the Moat House nursery will meet the individual special needs of a baby, writing an individual plan and bringing in specialist staff when needed; see Appendix 1, the SEND statement of the Moat House nursery. This is to support the baby's development and also to aid the needs of the student, its mother, to support her progression, socially, emotionally and thus academically.
- We will work closely with parents, sharing information on students' progress in individual needs.
- We will work to support students as they move to further education, and help to prepare them for independent living.
- We will work to provide additional support to SEND students in Parenting classes and the broader curriculum.

## **Our SEND Co-ordinator**

Our Special Educational Needs and Disabilities Co-ordinator is Jane Thurston.

## **Arrangements for co-ordinating educational provision for students with SEND**

Our SENDCo will:

- manage the day to day operation of this policy
- complete baseline assessments and request further testing from Educational Psychology if this is thought necessary

- complete TOMAL memory tests to inform future planning
- collate data on SEND students in their SEN records
- review any existing Individual Educational Plans for students with already identified additional educational needs and update as necessary
- request SEN information from referring school or from the post 16 EHCP team at the Careers and Transition Team
- ensure that SEND provision for students is arranged
- implement the actions and support which are identified in Education, Care and Health Plans (EHCPs)
- liaise with teaching staff and provide information and advice on teaching and learning strategies, which are documented on an Intervention record for each student with SEND
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND, using the Assess- Plan – Do – Review framework
- hold half termly calendared meetings with teaching staff to monitor the impact of support, differentiation, intervention and teaching strategies
- liaise with pastoral staff to monitor the impact of support and intervention
- chair twice or three times yearly Review Meetings with students and, where possible or appropriate, parents
- report on the effectiveness of provision to the senior leadership team and teaching staff
- keep up to date with new initiatives to support students with SEND and share good practice with all teachers
- complete applications for Access Arrangements for examinations

The Headteacher and senior leadership team will:

- manage the work of the SENDCo
- identify resources for SEND
- plan with the SENDCo how resources are used to support students in the most efficient, effective and equitable way
- set the overall school policy for Educational Inclusion
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers

Class teachers will:

- identify students experiencing difficulties
- discuss students with SEND with the SENDCo and parents/carers
- discuss possible strategies with the student and other teaching staff, including the SENDCo
- deliver high quality, differentiated teaching in mainstream lessons, using the principles of Quality First Teaching
- plan and provide for students with SEND, using a range of appropriate teaching strategies
- set high expectations for all students, including those with SEND
- monitor progress and the impact of differentiated teaching strategies, and review these with other teaching staff routinely, at regular meetings where each student's progress is discussed, and at the additional calendared meetings which formally review the impact of SEN provision and Intervention strategies
- make regular assessments to track the progress of students against their baseline assessments and predicted grades

The Governing Body will:

- understand how the school identifies pupils with SEND and what happens once a student has been identified
- understand how SEND funding is allocated and spent, including who is responsible for the spending
- support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law
- develop good relationships within the school, especially with the Headteacher and the SENDCo
- nominate a governor with responsibility for SEND who aims to meet with the SENDCo on a termly basis; this is currently Judy Davies
- receive termly reports at meetings of the Full Governing Body regarding numbers and status of students with SEND

## **Referral arrangements**

- When a student is first referred, a Referral Form is completed by the mainstream school and information about assessments, SEND and any provision is requested.
- On arrival at Moat House, students take the WRAT 4 baseline assessment tests which identify performance in word reading, comprehension, spelling and maths. They also take the Access Reading Age tests which are diagnostic and identify areas of weakness in reading, as well as the Plus Initial Assessment Tool for maths, which identifies areas for focus and development. TOMAL tests are also taken which highlight strengths and weaknesses in memory.
- Any students with low scores are highlighted and, in the first few weeks, staff will note any difficulties, share information at regular staff meetings and differentiate materials accordingly.
- This year staff aim to use the screening tool recently developed by the British Dyslexia Association, which may signpost different learning difficulties and indicate the need for further investigation.
- Students also complete a PASS assessment which assesses attitudes to self and school; this can highlight difficulties the students feel in terms of themselves as learners, which are taken into account by staff in the way they interact with the student.
- SEN information is requested from the referring school or from the Post 16 EHCP team
- Any existing Statements, EHCPs, IEPs and PEPs are reviewed in consultation with students and parents/carers, where possible/ appropriate, and, where appropriate, with the SENDCo from the referring school and Virtual School.
- The SENDCo will collate all of the information on an SEN record and Intervention Plan and discuss this with teaching staff who are given a list of teaching and intervention strategies which might enhance the educational experience and performance of that student.
- A further assessment with the Educational Psychologist can be requested if it is felt this might be helpful, whether this be to undertake further screening tests or to discuss emotional difficulties and possible strategies.
- Parents are informed of the results of any assessment by the Educational Psychologist.

- The SENDCo will act on the information from the Educational Psychologist, to develop provision for the student. This is then disseminated to teaching staff who are given further suggestions for teaching and intervention strategies to better support that student.
- Where an SEN Intervention Plan is written for a student, parents are invited into school to discuss provision and targets.

## **SEND specialisms**

We have recent experience of working with pupils with the following: dyslexia, ADD, autism, delayed development, general learning difficulties, SLCN, Specific Learning difficulties, hearing difficulties, behaviour difficulties, mental health difficulties, emotional needs, post-natal depression, drugs and alcohol issues, Child Protection issues, bereavement issues including stillbirth and low or non school attendance.

The SENDCo has undertaken a variety of appropriate training in a wide range of areas and disseminated information and ideas for teaching and supporting students' needs. All of our teaching staff have experience of working with pupils with a range of SEND; they work successfully with students with learning needs and emotional difficulties, delivering Entry Level Certificate qualifications to small groups or one to one, as well as GCSE courses. Staff have recently completed training in the following areas:

- Dyslexia
- Dyscalculia
- Neurodiversity
- Attachment and trauma
- Mental health
- Autism
- ADHD
- The roll out of the Stockport Entitlement Framework

In addition, the Pastoral Manager has completed training in supporting students' emotional and psychological needs and has completed her Honours Degree in Childhood and Youth Studies. Julie Barlow, the Nursery Manager, has also completed a B.A. (Hons) in Childhood and Youth Studies, to further develop knowledge and skills in supporting young mothers and their babies. Three members of staff, including support staff, have completed accredited training in working with students with mental health issues and difficulties.

Due to the specialism of the unit, we work with school age teenagers who are pregnant and school age mothers, as well as those who are post 16, giving a very high priority to supporting them to become loving and effective parents. The on-site nursery specialises in this type of support and has staff who, alongside other staff such as the Pastoral Manager, are able to identify developmental difficulties as well as attachment issues; they are able to refer students and babies with such issues

to appropriate professionals for additional support. These may include Health Visitors, Family Nurse Practitioners, speech and language therapists, psychologists, physiotherapists and so on.

## **Building adaptations**

A non-stepped entrance to the building is available through the nursery conservatory which offers wheelchair access. There is also a downstairs toilet with wheelchair access and facilities for disabled people. There is no wheelchair access to the upper part of the building, but if a pupil with mobility problems were to be admitted, she could access ICT needs and courses through wireless computers downstairs. Other parts of the downstairs are accessible by wheelchair.

Visiting parents or other visitors with mobility difficulties could be accommodated for meetings in a downstairs room.

## **Co-ordinating the provision of SEND**

All students within our unit are seen as having additional needs, and these are met by the highly personalised approach, both academically and pastorally. Regular staff meetings discuss each student's progress, as well as social and /or emotional difficulties. Arrangements are made, according to need, to provide any support it is felt is needed, whether this be medical, social, behavioural and emotional or academic. Teaching and pastoral staff work very flexibly, responding to need as it arises.

In addition, in terms of SEND provision, resources are allocated to all students with needs, whether this involves purchasing equipment or timetabling the SENDCo, other teaching staff or support staff to deliver intervention programmes such as Toe By Toe. Liaison with the Virtual School to support intervention where appropriate, or to purchase additional resources such as laptops and iPads also forms part of the SEND provision.

SEND provision takes account of the student's wishes, their parents' wishes, resources, and the education of other students in the school. The following stages may be followed as part of provision:

- Teacher action; after discussion with other staff and the SENDCo, differentiated work and a range of strategies are used to support progress, which is reviewed routinely, and amended where appropriate.
- An Intervention Strategy is drawn up with the student, in consultation with parents where appropriate, detailing teaching and learning methods. This is reviewed by teaching staff on a half termly basis and amended as needed, then reviewed formally with parents, on a six monthly basis.
- If there is insufficient progress or the student's difficulties need such action, external agencies may be involved in supporting progress.
- Statements and ECHPs; as students arrive with us in KS4, students are not assessed for statements or and EHCP as there is unlikely to be sufficient time for this to impact on provision.

- When a student already has a Statement of SEND or an ECHP, provision is made according to requirements.

## **Monitoring provision**

- Student progress is monitored by the SENDCo, who will routinely discuss with the student as well as with teaching staff which teaching methods and intervention strategies are helpful and facilitating improvements.
- The progress of each student and the impact of teaching strategies, differentiation and / or intervention are discussed by teachers at our regular Progress Meeting.
- The impact of intervention beyond the differentiated approach is reviewed half termly by teaching staff at the SEN meeting reviewing strategies, and detailed on the student's SEN Intervention record
- The Pastoral Manager keeps records of the support and interventions she offers, logging input from external agencies.
- Progress related to targets is reviewed in a meeting between the student and Headteacher each half term.
- Progress, provision and the impact of intervention for those students with SEND is formally reviewed each term, at a Review Meeting between the student, the SENDCo and, where appropriate, the parent, and targets and intervention strategies amended according to need.
- Progress is reviewed with student and parents/ carers at Parents' Day.
- Parents of students with a programme of SEN intervention strategies are invited into school, where appropriate, every term for a Review Meeting.
- Teaching staff report to parents twice a year, explaining progress and the impact of the SEND provision.
- In addition, parents are encouraged to contact school whenever they wish, to discuss concerns, provision and progress.

## **Access to the curriculum**

After referral and the initial baseline assessment, a personalised time table is devised for students, who will be placed in groups and subjects appropriate to need. The staff is committed to offering as wide a range of subjects and educational experiences, both within school and on outside trips, as possible, providing as broad and as varied a curriculum as is viable for each student. Because our groups are small, there is flexibility around differentiation, students moving teaching groups and joining additional subjects, whether this is for a unit of work or for the remainder of the year; this enhances academic and social progress. Students will sit as many accredited qualifications as possible, at a suitable level, in order to enhance progression and future college prospects.

## **Arrangements for inclusion**

We seek to be an inclusive school in the following ways:

- using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action



- ensuring that all students have appropriate learning targets which are challenging
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for students with SEND to work with other students
- encouraging students with SEND to socialise with other students
- offering all students access to extra curricular activities and visits
- maintaining links with referring schools, which may see students attend their school for additional lessons or see staff from referring schools visit their students at Moat House in a pastoral role or to provide teaching and support for a subject not offered here

## **Criteria for evaluating the success of the school's SEND policy**

Progress of students, academic, social and emotional, is monitored closely over the year, and the impact of SEND provision and policy is evaluated formally at the end of each year, as well as informally throughout the year, and amended accordingly. The academic progress of the student is assessed in comparing predicted grades with those attained. In addition, attendance is monitored and compared with that in the referring school, where needs might not have been met, thus a student might have failed to attend. Increased attendance at Moat House might or could be an indicator of educational needs being met, along with social and emotional ones. Each student's attitudes to self and school is re-assessed as they leave Moat House when they undertake the PASS assessment once more; the results are compared with the initial outcomes to review changes in attitudes and confidence. This allows us to evaluate the impact of pastoral care as well the ethos of the school and students' experiences within lessons.

## **Arrangements for the treatment of complaints about the SEND provision in school**

In the first instance, complaints should be raised with the Headteacher, either by phone, letter or in person. The Headteacher may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of the local authority and invoke their complaints procedure if necessary
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

## **Information about the school's staffing policies and partnership with bodies beyond the school**

### **The school's arrangements for SEND In-service training**

- All staff have the opportunity to receive In-Service training on SEND issues and matters relevant to the setting.
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care.

- Relevant staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism, ADHD, Attachment Disorder etc.
- The SENDCo will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

### **The use made of teachers and facilities from outside the school including support services**

- External agencies will be used to provide advice and In-Service training for staff, especially specific needs as they arise within school, for example ADD.
- External agencies, usually Educational Psychology, will be used to identify strategies for students' learning in line with the school's procedures.
- The Headteacher and SENDCo will agree on referrals for assessment to the Educational Psychology Service as needed.
- Regular liaison takes place with area health and other professionals to access the following services: Midwifery, Health Visitors, Child and Adolescent Mental Health Service, HYMs, Social Services, Mosaic- the LA Drugs and alcohol service for young people, Family Nurse Partnership.
- A **Stockport Family worker** will provide additional support with careers and college applications where necessary, but in particular with more vulnerable pupils to facilitate engagement.
- Stockport Homes works with students to help with housing issues, which may be impacting on social, emotional and academic progress. They may come into school to provide sessions which offer information on housing issues relevant to the pupils.

### **Arrangements for partnership with parents**

The concept of parents as partners is central to the SEND Code of Practice (2014) and to the concept of co-production which lies at the heart of the Stockport Entitlement Framework. We will, where appropriate/ possible, consult with and take into account the views and wishes of parents regarding provision. Parents/carers will always be kept informed about their child's progress at school and any difficulties made known to parents at the earliest stage.

Parents/carers are encouraged to attend review meetings and Parents' Day, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they can support their daughter at home, where applicable.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students. We will engage the services of an interpreter where needed to promote effective home-school dialogue.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- discussing with students and parents provision which is to be offered and made that is beyond differentiation in mainstream lessons
- sharing of assessment and planning information through discussion
- open School Access for parents/carers

- discussing with parents/carers options when students leave schools
- meeting the parents/carers of prospective newly referred students to the schools to discuss SEND support

### **Links with other mainstream schools and providers, including arrangements when pupils change or leave school**

Moat House serves all LA secondary schools and academies in the Local Authority. In addition to this, Moat House takes some students from other neighbouring local authorities. On referral, as cited above, mainstream schools fill in a referral form giving information on assessment, needs and any provision. In addition, the Headteacher and subject staff may contact staff in the school for further information on courses followed. The SENDCo will ask for signed consent from the student and then request SEN records. . Very good links have been established with many of the schools in Stockport, and information is usually forthcoming.

For post 16 students, contact will be made with the last college or provider the student attended, and possibly with their previous mainstream school, to request any SEND information and, where relevant, records, after consent has been given. This information is sometimes held by Stockport Councils SEN Department if it has been archived, and they can be contacted for this. Information on EHCPs is gained from the Careers and Transition team.

Students referred to Moat House almost always stay here until the end of their year 11; if a student was to return to her referring school, we would provide them with assessments and a full report on progress, to facilitate transition.

As cited above, students may visit their referring school to complete courses which are not offered at Moat House and are best delivered by the specialist teacher. Staff from the referring school may also visit students at Moat House to support their learning in specific areas or courses. Staff may also visit on a more informal basis to see how their students are progressing.

### **Arrangements for students leaving school**

All students are supported into college by the Young Parents' Project worker based at Moat House; she will ensure that students apply for appropriate courses and arrange visits to colleges and interviews, liaising with college staff. In addition, she will help students to access childcare places for their babies on leaving Moat House, and help them with their applications for funding through the Care to Learn scheme which resources this.

When students with SEND leave Moat House, if they provide signed consent, the SENDCo writes to the head of the college course on which they have been accepted, offering information on need, provision and Access Arrangements for examinations which are in place. The SENDCo offers the head of the college course the opportunity to discuss the student's needs further if this is thought to be helpful. In addition, the Nursery Manager writes to the nursery which a student's baby is to attend on leaving Moat House, to offer information which supports a smooth transition, in order to aid the progression of both baby and student. See Appendix 2

## **Links with Health, Social Services, Educational Welfare Services and relevant voluntary organisations**

Links and liaison with external agencies are fundamental to our support of students, and, as cited in this policy, our students will be supported by some of the following:

- Specialist Teenage Pregnancy Midwife
- Health Visitors
- Social Care
- Family Nurse Partnership
- Mosaic- the LA drugs and alcohol service for adolescents
- CAMHS (Child and Adolescent Mental Health Service)
- HYMs (Healthy young Minds)
- The Smoking Cessation Service
- Stockport Without Abuse
- Virtual School
- Education Psychology
- Stockport Family workers
- Stockport Homes
- Central Youth, who can refer pupils for counselling if necessary
- Acorn, who support with bereavement issues after stillbirth

Jane Thurston  
Reviewed July 2020

## Moat House Nursery

### **Special Educational Needs (SEND) Policy Statement 2020**

Moat House Nursery provides a caring, stimulating environment. All children are valued as individuals and are offered experiences and opportunities regardless of differences in ability, culture or gender, which allows all children to achieve at their own level.

#### **Our Mission Statement is:**

*To provide a happy, safe, healthy and stimulating environment where all are valued as individuals and are encouraged and supported to reach their full potential.*

All children have a right to the best possible start in life. Where children have special needs and/or disabilities, it is important that these are identified at an early stage and that identification leads directly to early intervention and support for families and children. Effective early intervention and support can produce improvements in children's health, social and cognitive development and tackle some of the many social and physical barriers that families of disabled children face to participating fully in society.

Our highly experienced and qualified staff monitor child development through "Ages & Stages" and the Early Years Foundation Stage framework, staff observe for early markers and indicators of the babies development and liaise with the Health Visitor and Family Nurses to seek advice and share any concerns. The Babies mum is always part of the process and concerns are shared with her and permission to speak with the health visitor is sought.

**The admissions policy to Moat House is that any pupil who has had her baby is allowed to use the nursery facility if she needs to do so.**

- A child has Special Educational Needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her.
- A child has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age.

## **SEND specialisms**

Due to the specialism of the unit, we work with school age teenagers who are pregnant or school age mothers, giving a very high priority to supporting them to become loving and effective parents. The nursery specialises in this type of support and has staff who, alongside other staff such as the Pastoral Manager, are able to identify developmental difficulties as well as attachment issues; they are able to refer pupils and babies with such issues to appropriate professionals for additional support. These may include Health Visitors, Family Nurse Practitioners, speech and language therapists, psychologists, physiotherapists and so on.

The nursery facility is suitable for the specific needs of all children. On some occasions additional staff may have to be employed to meet these needs. If a child has a special need, all staff will deal with it sensitively. An individual plan will be written for this child's particular needs as required.

- The individual special needs of any child are catered for to ensure he/she is included in the day-to-day activities of the nursery.
- Nursery staff support SEND students during their Parenting classes and activities, for example: measuring feeds
- The facilities within the nursery and garden are suitable for the needs of all children. They are safe and accessible to all the age groups in the nursery.
- Nursery staff are encouraged to attend training courses, including those for children with special needs, and to share the information with other members of staff. Recent training has included the Timpson programme on Attachment and Trauma, and Assessing for SEND in Early Years.
- Nursery staff liaise regularly with the parents Family Nurse/Health Visitor and with other agencies where necessary.

## **Staff at Moat House understand that children:**

- Learn at different rates
- Have different responding capabilities
- Need different teaching strategies
- Achieve different standards.

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**Appendix 2; Moat House Nursery's transition letters**

Date

*(Nursery name and address)*

Dear Sir/Madam

I am writing to you regarding *(child's name)* who is due to start your nursery in September. Moat House is a pupil referral unit for pregnant teenagers and teenage mums. *(Child's name)* has attended Moat House nursery since the age of *(number of weeks)* and will be *(number of months)* when *he/she* starts with you in September. Please contact us before the *(date)* so we can pass on further important information about *(child's name)* which will help support a smooth transition.

Yours faithfully

J Barlow (Mrs)

Nursery Manager

## **Appendix 3; Moat House Nursery policy: Behaviour Management**

### ***Behaviour Management***

Julie Barlow (Nursery Manager) is the named practitioner responsible for behaviour management at Moat House nursery.

The age range for the children at Moat House nursery is four weeks to approximately two years.

At Moat House nursery behaviour is managed as follows

- Praise/reward – cuddles or claps etc.
- Distraction tactics.
- The word 'No' for inappropriate behaviour – when a child hits/bites another child for example, followed by distraction tactics.
- Introduction to sharing and negotiation as appropriate to the age range.
- Good example set by the staff.
- Early responsibility – help with tidying up, for example, as suitable for the age group.
- Staff consistency in applying agreed procedures.
- Any significant incident is recorded on the daily sheet and the baby's mother is informed.
- Constant difficult behaviour will be discussed with the child's mother by the named practitioner and staff will work with her to develop appropriate behaviour management strategies.





