

SEND Local Offer Portico Poppets Day Nursery

Nursery Manager – Vicki Cardwell

Nursery SENDCO – Paula Brown

SENDCO Support - Rebecca Gannon

1.How are Special Educational Needs defined?

The special educational needs Code of Practice (DfES publication, September 2014) states: 5.28 - when a child appears to be falling behind the expected levels or when there are concerns about the child's progress, practitioners should consider all available information regarding the child's learning and development, both from within the setting and beyond. This includes formal assessments, practitioner observations, and any more detailed evaluations of the child's needs. Practitioners should particularly focus on the child's progress in communication and language, physical development, and personal, social, and emotional development. Any specialist advice obtained from outside the setting should also inform decisions regarding whether a child has Special Educational Needs and Disabilities (SEND). All gathered information, along with parents' observations, should be reviewed in consultation with them. 5.30 -Identifying and assessing SEND for young children whose first language is not English requires special care. Early years practitioners should thoroughly examine all aspects of a child's learning and development to determine whether any delays are due to learning English as an additional language, or if they stem from SEN or disability. Difficulties that are solely related to learning English as an additional language do not qualify as SEND.

2. How will the setting know if my child needs extra help?

It is essential to monitor all children's progress throughout the Early Years Foundation Stage and we have various points of the assessment process where early identification may take place, we observe and assess every child through play and plan possible lines of development. When children do not seem to be making progress either generally or in a specific aspect of learning, we will follow the company's procedures to place children on SEND SUPPORT as specified in the Code Of Practice.

Each child is designated a key worker that is responsible for tracking their development, this person will be who you can discuss or raise any concerns with regarding your child's development. The key worker will liaise with the SEND coordinator. The key worker will be responsible for observing and assessing your child and planning their next steps.

We ensure that we develop healthy relationships with parents/carers, and involve them at all stages of their child's learning and development. If we have any concerns, the parents/carers will be informed at the earliest point.

We may also identify that your child may need extra help on entry to the setting when

we complete 'All about me' forms and 'Starting Points' with parents/carers. We may also liaise with other professionals if already involved before the child starts at our setting, for example health visitor.

3. Who is the best person to talk about my child's difficulties with learning/SEN?

Our nursery SENDCO- Paula Brown

Paula will also liaise with the key worker and other specialists if required. She will oversee that any Send Support Plans are put into place and followed, carry out monthly checks with staff in identifying and supporting children with SEND, advise and support colleagues, ensure parents are included and involved throughout, liaise with the manager.

Your child's key worker or 1-1 worker if present - they will be responsible for planning, observing and completing assessments for your child, carrying out and reviewing Send Support Plans.

The nursery manager, Vicki Cardwell

Other professionals involved including health visitors.

4. How will I know how the setting will support my child?

Upon application, all parents and carers will receive a child starter pack that includes clear information about our company's policies and procedures. We've transitioned to online learning journeys for all children, enabling parents and carers to log in at their convenience. They can add comments and share any relevant information about their child's experiences. For children with Special Educational Needs and Disabilities (SEND) Support Plans, these will be regularly shared and reviewed with parents. Our curriculum is thoughtfully differentiated to cater to every child's unique needs, and we encourage parents to share insights about what their child enjoys doing at home. If we notice that a child may require additional support with communication and language, we can implement the 'Every Child a Talker' monitoring tool. We may also use an 'English as an Additional Language' tracker if necessary. Our open

door policy means parents and carers are always welcome to speak with our staff whenever they wish. We can guide families to local Family Hubs and the local authority for additional support and keep everyone informed about available training. If needed, an initial meeting may take place with parents, particularly if other agencies are involved. Our staff use The Early Support Development Journal to help families understand early development and to track progress over time. This resource aids in collaborative discussions about how best to support a child's learning and development alongside the EYFS tracker. Transition meetings will also be scheduled, allowing parents and carers to participate before their child moves to the next room or setting.

5. How will the curriculum be matched to my child's needs?

We keep track of children's progress and achievements using the Early Years Foundation Stage and the Welcomm tool for monitoring speech and language. We create individual plans tailored to help each child reach their goals. Our activities are designed with differentiation in mind, and we enhance learning areas to support each child's unique development path. For those children with special educational needs, we ensure appropriate interventions and resources are in place. We may also use the ECAT monitoring tool and The Early Support Development Journal, and we will discuss these plans with parents and carers.

6. How will I know how my child is doing?

Children's ELearning journeys can be viewed online. Our manager welcomes new parents and provides a quick tutorial on using the app. Our staff regularly upload observations and photographs to each child's learning journey, ensuring that these observations are linked to development matters statements from the Early Years Foundation Stage. This helps us track the children's growth effectively. For parents and carers without internet access, we offer the option to view learning journeys at nursery. We're also happy to use diary or communication books if requested. During each session, our staff chat with parents and carers to share insights about their child's day and activities. We hold parents' evenings once a year to discuss development with key workers, and review meetings are organised more frequently, welcoming all involved professionals.

7. How will the setting help me to support my child's learning?

We will keep parents and carers updated about their children's learning and development, including the next steps for each child. You can access your child's learning journey through our online parent app, Family. If necessary, we can make referrals to other services and apply for an Education and Health Care Plan (EHCP) when appropriate. We're also happy to guide parents to family hubs for additional advice and training opportunities if available. If requested, communication or diary books can be provided for regular updates. For children who require a higher level of support due to more complex needs, we can apply for extra funding, which will be reviewed by the Provision Agreement Panel. Additionally, SEND support plans may be implemented, and we will work together with parents to follow any targets set by other agencies, ensuring reviews are held with all involved.

8. What support will be available for my child's overall well-being?

We have various policies and procedures designed to promote children's overall wellbeing, including our behaviour policy, equal opportunities policy, and self-regulation policy. Our staff are encouraged to join relevant training sessions when available. Only senior staff members will manage medication and attend the necessary training. If needed, Individual Behaviour Plans (IBPs) will be implemented to support each child's needs. We also utilise extra resources like visual aids and timetables to enhance learning. Ensuring the safety and wellbeing of every child is our top priority, and we collaborate with other professionals as needed. Additionally, we have Health Care Plans for children requiring special health support.

9. What happens if my child has a high level of need?

A meeting will be held before your child starts, where we'll collaborate with other professionals involved in their care. Our team will participate in any available training, observe the children, and implement strategies to support their development. If needed, we will seek funding for additional support. We will conduct a thorough risk assessment of our environment and consider your child's specific needs before their first day with us. Additionally, we invite both children and parents/carers to visit our setting beforehand to meet staff and other children, as well as to fill out the 'All about me' forms and 'Starting Points'.

10. What specialist services and expertise are available at this setting?

We have a fantastic team with 3 SENCO trained staff members, alongside two who have completed Portage training. Additionally, two of our staff are trained in Makaton. Our Area Manager, a qualified Early Years Professional, provides valuable support and guidance to the entire team. We maintain strong connections with the Family Hubs, Speech and Language Therapists, The Bridge Centre, and Health Visitors, making it easy for staff to reach out for assistance or advice. Our team is also eager to participate in any further training opportunities that arise.

11. Are the staff who support children with SEND in this setting, provided with appropriate training?

All our staff, apart from apprentices, are qualified to at least Level 3 in childcare and all staff engage in relevant training when possible. We have a dedicated team trained to support children with Special Educational Needs and Disabilities (SEND). Paula Brown, deputy manager, who has also completed the Portage Basic Workshop training and level 3 sen course. Rebecca Gannon and Kristina Duffy are also SENDCO trained.

We currently have staff completing their Level 3 in SEND.

Other training completed by staff members include, introduction to ASD, using visuals, supporting neurodevelopment difficulties.

12. How will my child be included in activities outside of the classroom, including trips?

All outings will have a complete risk assessment. We'll try to increase the staff-child ratio where needed. If a child has a physical disability, we'll make sure everything is accessible. Parents and carers will also be invited when appropriate.

13. How accessible is the setting environment?

Our setting is fully wheelchair accessible. For parents whose first language is not English, we offer online learning journeys where the language can be adjusted. Our staff also have access to tablets for language translation support. We provide a relaxing areas filled with sensory resources and can supply visual aids and timetables. To support children who speak other languages, we enhance our learning areas with relevant words and phrases. Additionally, our provision areas are flexible, allowing us to rearrange them for better movement and interaction around the space.

14. How will this setting prepare and support my child when they are starting, leaving this setting or moving to another year?

We understand that transitions can be significant milestones for children and their families. Our key worker system is designed to ensure that these transitions — whether it's starting nursery, moving rooms, or progressing to new educational settings — are positive experiences for everyone involved. For new children joining us, we arrange settling-in visits prior to their official start date. During these visits, we encourage parents or carers to meet with us and any other professionals who may be involved in the child's care. This helps us to understand the child's individual needs and development better. We also complete an 'All About Me' form and 'Starting Points' documentation to tailor our approach appropriately. To keep everyone informed about the transition, we send letters to parents and carers outlining the process and will discuss it further during our meetings. The child's current key worker will ensure that visits to the new room, along with the new key worker, are organised. We recognise that each child is unique; some may require more visits than others, and we will tailor these arrangements based on the child's specific needs. Throughout this time, we will maintain regular communication with parents and carers to share updates about how their child is settling in. Comprehensive developmental records and a transition report, signed and dated by the current key worker, will be passed along to the new setting. This report will also address any considerations regarding health or additional needs that may be relevant. We believe it's critical that our staff are well-acquainted with each child. This knowledge allows us to arrange an adequate number of visits to ensure the child feels comfortable before the planned move date. Should a child feel upset upon arriving at nursery, they can spend some time in their original room until they feel ready to transition to their new room. As children prepare to leave for a new setting, we will send their Learning Journeys home, together with a written transition report as per our curriculum policy. We also aim to collaborate with future educators, inviting them into nursery to meet the children, and we'll request photographs of the new key workers or teachers. Additionally, for children with special educational needs and disabilities (SEND), we will organise a transition meeting that includes professionals and parents, alongside representatives from the new setting, to ensure a smooth transition.

15. How are the setting's resources allocated and matched to the children's special educational needs?

We have an internal nursery budget and can apply for additional support funding through the provision agreement panel, who will assess and allocate the funds. We will be seeking guidance from outside agencies while collaborating with other professionals. Being part of a small nursery chain allows us to tap into resources from our other settings as well.

16. How is the decision made about how much support my child will receive?

Our children's key worker will work closely with the SENCO and, if needed, outside agencies to support each child's unique needs. We assess all children individually, while also considering the wishes of parents and carers, in line with the SEN Code of Practice. Our company policies allow us to provide various levels of support, including completing EYFS trackers, using monitoring tools like Every Child A Talker, and conducting English as an Additional Language assessments. We also offer speech and language checklists, compile SEND and IBPs, and can refer to other agencies as required. We're dedicated to keeping parents and carers informed and involved in every step, including applying for additional funding or Education and Health Care Plans when necessary.

17. How will I be involved in discussions about and planning for my child's education?

Our team will make sure to speak with parents and carers every day about the fun activities happening at nursery. Parents and carers can also log into their child's online learning journey to add comments on the next steps we suggest based on our observations. If preferred, they can use a communication diary. We're keen to involve parents and carers in SEND support plans and reviews, as they play an important role in this process.

18. Who can I contact for further information?

Vicki Cardwell - nursery manager

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