



Special Educational Needs and Disability Local Offer Portico Lodge Day Nursery

Manager

Linzi Miller

Deputy Manager and SENDCO

Becki Stevenson

1. How are Special Educational Needs defined?

Special Educational Needs are defined by planning and observing a child to recognise any development issues, we use the Early Years Foundation Stage to identify this. When a child has signed up to attend our Nursery, the Parent completes an All About Me and Starting Points Booklet with their child's Key Worker. This booklet contains questions about the child's development, e.g. How does your child communicate? Does your child understand and respond to routines and simple instructions? Can your child support their own head? Can they crawl/walk/shuffle, etc. These answers are then logged onto the EYFS Tracker and when the child has started Nursery, the Key Worker will plan activities from statements already logged to continue their development.

The Code of Practise (DfES Publication, September 2014) states;

5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with observations of parents and considered with them.

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

On the days that your child attends our setting, they are observed during their specific activities that have been planned and tracked according to the Early Years Foundation Stage. If your child seems to be making little or no progress, an early intervention will take place and we will follow the company's procedure to place children on SEN Support. You as the Parent will also be notified of this and shown all evidence that has been collected relating to the progress. You will also be informed of what your child's Key Worker and SENDCO are planning to do next so you are at ease and know that next steps are in place to help your child.

If your child already has a recognised SEN or Disability before starting our setting, your child's Key Worker and SENDCO will work with any outside Agencies that are currently involved to work together on the same level of progress for your child.**3. Who is the best person to talk to about my child's difficulties with learning / SEN?**

All members of staff within our setting are approachable, ideally your child's Key Worker would be the first point of contact to speak to about your child as they are responsible for planning and carrying out activities and collecting relevant evidence. The nursery SENDCO, Becki Stevenson, is also available at any time. The SENDCO will also have all information regarding your child as they work alongside the Key Worker and carry out monthly checks to have up to date information. Each day that your child attends, you as the Parent will be updated on what activity your child has done during the day and if any progress was made.

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

At the end of each term, you as the Parents are invited to a progress meeting about your child. This gives your child's Key Worker an opportunity to fully explain your child's progress to you and explain how activities have been differentiated to suit your child. This also gives you the chance to tell your child's Key Worker of any progress at home. In this meeting, any next steps will be agreed and your Key Worker will also give you some ideas on what to work on at home for Home Learning. On your ParentZone account, you will see your child's assessment and all observations/evidence to support your child's development, this is accessible for you to log on to at any time. If there are other agencies involved, they will also be asked to send us a review of your child. A communication/diary book is filled in each day (if requested for children aged 2+) and this also includes a brief description of what your child has done throughout the day and how they have participated in activities.

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

All activities will be differentiated to suit your child to help them understand and part-take. When they are confident in this activity, their Key Worker will then make the activity more challenging for your child but still differentiated for them to understand. Staff will always ensure that children have equal access to early learning opportunities.

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

- * Parents invited to a progress meeting at the end of every term.
- * Observations and evidence will be uploaded to ParentZone to keep you up to date on your child's progress.
- * Communication book completed each day the child attends (if requested) so you have brief day to day information on how your child has done in activities.

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

Staff will always give advice on what you can do to help progress your child at home, this will be spoken about in the progress meetings at the end of each term and everyday that your child attends our setting. At the end of each month, your child's Key Worker will have planned next steps for your child, this is available for you to read at any time on the class Planning Board along with the Home Learning Board for you to try the next steps at home and upload your own observations to ParentZone, this is also included as evidence to your child's progress.

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

All staff regularly attend courses relevant to SEND so they are aware of all signs. In the classroom we have Golden Rules for the children to follow, these are always encouraged by Staff. If your child needs to be given medicine whilst in Nursery, the medication procedure is followed and all information is logged down onto a Medicine Form, e.g. child's name, name of the medicine to be given and what dosage, time the medicine needs to be given and the time it is actually given, name of the member of staff that administered the medicine and the name of the witness. This is always signed by you when you drop your child off at our setting and when you collect them so you understand all information recorded. If your child needs medicine throughout the day when not expected, e.g. if a temperature occurs, you will be contacted via telephone and asked for permission for a member of Senior Staff to administer the relevant medicine, the medication procedure is then followed and all information logged down.

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

A meeting will be arranged with the setting Manager, the SENDCO and the child's Key Worker prior to your child's start date. This meeting will be an opportunity for everyone to understand the procedures and needs for your child. The strategies that need to be in place will be explained to include your child equally. All Practitioners will be made aware of necessary training before your child starts.

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

At our setting, there is a SENDCO who also has Portage training. Our setting also has access to many outside agencies including Speech and Language Therapist, The Bridge Centre (based in St Helens) and Occupational Therapy. Other Agencies that may need to be involved can always be contacted for advice and support or to arrange an appointment for your child and you as the Parents.

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

All staff have already attended relevant training linked to SEND including Speech and Language and are booked on new courses when they become available. In-house training is also arranged each term to keep Practitioners minds fresh.

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

Ratios will be kept to at all times and everything will be risk assessed prior to the outside activity or trip taking place. When planning an activity outside the classroom, your child's Key Worker and SENDCO will make sure it is appropriate and understandable for your child when differentiated. If there is a time where we are planning a nursery trip, the Manager plans will speak to you about our ideas and make sure your child is involved as equally as the rest.

13. How accessible is the setting environment?

Our setting has an Open Door Policy for you to come and have a look around at any time. The entrance to our building is wheelchair accessible but has a first floor that is not accessible for wheelchairs. We also do not have any disabled changing or toilet facilities. If you are a family that do not speak English as your first language, we make a visual display of basic words in each area and a general visual display of everyday words for you to understand and to help us communicate with you about your child.

14. How will this setting prepare and support my child when they are starting or leaving this setting?

The Open Door Policy will be encouraged when you telephone our setting to enquire about a place for your child. Before your child's start date, you are invited for regular visits to our setting so you and your child can become familiar with the Staff and environment. Your child's Key Worker will be introduced and they will speak to you about how activities are planned and the general care of your child whilst at our setting.

When your child is leaving our setting to start Primary School, Teachers from your child's new school are invited to visit your child at our setting so they can be introduced to your child and speak to your child's Key Worker about their progress. The role-play area is enhanced with school uniforms and conversations are encouraged by the staff about school to make your child aware of what is happening soon. Your child's Key Worker will thoroughly complete a transition report that is passed to your child's new setting so they are aware of the stage of development your child is currently up to. The same procedure is followed if your child is leaving our setting to join another Private Nursery/Nursery School.

15. What if my child needs transport to and from the setting?

Unfortunately, this is not available by us.

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

When our staff have attended courses, they have been shown different tips of how to put some resources into use, e.g. for children with a visual impairment; we have been shown how to use picture cards to help the child understand and communicate. When making these, we will laminate the pictures inside-out so they will not have a shine reflecting on them. In the past, we have also made a Tap-Tap Box for children with speech and language difficulties to encourage pronunciation of letters and sounds. We are always encouraged to put together resources that we already have and we will ask for any particular equipment if and when needed.

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

The Director, Nursery Manager, your child's Key Worker, SENDCO and any outside Agencies involved will come together in a meeting and decide how much help is needed for your child's individual needs and bring in relevant people/resources.

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

Your child's Key Worker will always involve you by giving you information about your child each day they attend our setting. This information can be exchanged via a communication book (if requested) and brief conversations when you drop off and collect your child. A meeting will be scheduled at the end of every term for you, your child's Key Worker and the SENDCO to thoroughly go through each detail of your child's progress so the you are up to date. You can also log on to your ParentZone account to access your child's end of term assessments and observations/development evidence at any time.

19. Who can I contact for further information?

Linzi Miller – Nursery Manager
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Becki Stevenson – Deputy Manager and SENDCO
0151 430 8005
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If you would like to speak to your child's Key Worker, they can be contacted at any time by calling the Nursery on 0151 430 8005.