



SEN and Disability Local Offer

Nursery Manager –

1. How are Special Educational Needs defined?

The special education needs Code of Practice (DfES publication, Sept 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 been 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 the observations of parents and considered with them.

5.30 Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

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

It is essential to monitor all children's progress through out 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, alongside that of their peers, 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.



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

Our nursery SENDCO

The SENDCO will also liaise with key worker and other specialists if required. Will oversee IEP/IBP's are put into place and followed, carries 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. Your 1-1 worker if appropriate. They will be responsible for planning, observing and assessment for your child. Carrying out and reviewing IEP/IBP's.

The nursery manager.

Other professionals involved.

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

On entry all parents and carers receive a child starter pack containing clear company policies and procedures. All children's learning journeys are now online, parents/carers can log into the system whenever they want to, they can add comments and share information. Diary books are available as a form of communication between staff and parents/carers. If the child has IEP/IBP's in place, these will be shared with parents and reviewed with parents regularly. Planning is done on a monthly basis and differentiated to meet every child's needs, we have a Listening board where we welcome parental input to planning, to share information about what children have been doing and enjoying at home too.

Planning is displayed also for parents and carers to see. We may also complete the 'Every child a talker' monitoring tool if child needs extra support with communication and language. We may also complete an 'English as an Additional Language' tracker if needed. We have parents open weeks every term to discuss and share information regarding your child's development. We have an open door policy, so parents/carers feel welcome to come in and speak to staff as often as they would like. We can direct parents/carers to the children's centre and the local authority for further advice and inform parents of any training available. Also a meeting may be held on entry if necessary with parents, other agencies involved, etc. The staff have access to The Early Support Development Journal which has been produced to help families find out more about early development and to track change and progress over time. It helps everyone working with/ involved with the child to share what they know and discuss how best work together to support development and learning. This can be used alongside the EYFS tracker. Transition meetings will be planned, where parents/carers will be invited to attend before the child moves onto the next room or setting.

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

Children's progress and attainment is tracked using the Early Years Foundation Stage, we plan for individual children to meet these goals. Our planning is differentiated to meet each



individual child's needs. Activities are planned and differentiated and learning areas are enhanced to meet each child's interests and possible lines of development. IEP/IBP's will be put in place where necessary, in addition to planning, ECAT monitoring tool maybe used, and also The Early Support Development Journal.

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

Children's E-Learning journeys are available to view online, The manager invites new parents in and they are given a tutorial on using the app. Staff upload observations and photographs to the learning journey, observations are linked to development matters statements within the Early Years Foundation Stage which staff use to track children's development. If parents/carers don't have internet access they can access their child's learning journey in nursery. If requested we can use diary/communication books between home and nursery. Staff will communicate with parents and carers each session verbally to share information on how the child has been daily and share what the children have been doing. Parents evening takes place once a year to look at child's development and discuss with key worker. Review meetings will take place more often with parents, SENCO, keyworker, any other professionals involved will be invited to attend.

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

Information will be shared with parents/carers regarding children's learning and development and their next steps. Planning is displayed in nursery, along with each child's 'Possible Lines of Development'. Parents/carers can access their child's learning journey via our online connect/parentzone system. Referrals to other services can be made if needed. An Education and Health Care Plan will be applied for if necessary. We can direct parents to the children's centre for further advice and training if available. Communication/diary books are available if requested. If the child requires an enhanced level of support and their needs are more complex we are able to apply for funding for a 1-1 worker for your child. This goes to the Provision Agreement Panel for them to decide. IEP's may be put into place and followed with parents; any targets set by other agencies and shared with us will be followed and planned for. Reviews will be held and all agencies will be invited to attend with parents. Newsletters regularly inform parents what is planned in nursery, and gives ideas of how they can support at home too.

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

We have policies and procedures in place to support children's overall wellbeing, such as behaviour policy, equal opportunities policy. We encourage and promote positive behaviour, older children will learn 'Golden Rules'. Staff will attend any relevant training if available. Only senior members of staff will administrate medicine and attend training if provided. IBP's will be put in place if necessary. Extra resources can be used if available e.g. visual aids, visual timetables. We will cater for children's needs as much as possible, ensuring child's safety and wellbeing is priority. We liaise with other professionals. We also



have 'Health Care Plans' in place in nursery for children with special health needs attending our setting. SSTEW (sustained shared thinking and emotional wellbeing) audit tool is used to ensure we are supporting children's emotional development.

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

A meeting will take place before child starts, will liaise with other professionals involved, staff will attend training if there is any available, child will be assessed and strategies put into place to support the child. We will apply for funding for a 1-1 worker if necessary. A full risk assessment of the environment will be carried out before the child is due to start at our setting. We also invite child and parents/carers into setting before start date to meet all the staff and children and complete 'All about me' forms and 'Starting Points' with parents/carers.

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

We have a setting SENDCO and company Area SENCO who offers support and guidance to all staff. The Area Manager is a qualified Early Years Professional, who can offer support and guidance to all staff. We have close links with the Children's Centres, Speech and Language Therapists, The Bridge Centre and Health Visitors staff are able to contact them and ask for support/advice. Staff are willing to attend any other training that is available.

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

Staff in exception of apprentices are qualified to at least Level 3 in childcare and attend training courses where available.

Staff including apprentices receive 'an Introduction to ASD' training as soon as it becomes available. Use of NDNA training offers on line information.

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

Any outings will be fully risk assessed. Staff-child ratio will be increased if possible and necessary. If child has a physical disability, ensure everywhere is accessible. We will also invite parents/carers if necessary.

13. How accessible is the setting environment?

The setting is fully wheelchair accessible. We have a lift, a disabled toilet. For parents who's first language is not English we have online learning journeys on which the



language can be changed. Staff have access to iPods and iPads to access language translators.

We can provide visual aids/timetables. For children whose first language is not English, we can enhance our learning areas with words from their language.

Provision area's are also not in a fixed place within the rooms, giving us the opportunity to rearrange area's to enable movement around the room.

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

We have a key worker system in place to ensure that all transitions are a happy time for the children and parents involved. This starts for new children entering nursery for the first time, to room movements, as children get older, and to moving on from the nursery to other settings e.g. school, or child-minder. When staff identify that children will be experiencing a transition;

For new children starting we plan visits for the child to have a settling in period before they are due to start, we can arrange meetings with parents/carers and other professionals involved to discuss the child's needs and development. We will also then complete and 'All about me' form and 'Starting Points' for nursery.

Letters will be sent to parents / carers to inform them and the transition discussed with them.

The child's present key worker will arrange for visits to take place into their new room with their new key worker. As children are all different some may need more visits than others. Visits will therefore be arranged on individual children's needs.

Parents / carers will be kept up to date with how the child is getting on.

Children's developmental records will be passed on from key workers alongside a completed transition report, signed and dated by the current key person – any issues such as health / additional needs will also be discussed. It is expected that the staff know the children well enough that they will plan enough visits that the child will be settled by the set date they are due to move rooms. From time to time, a child may be brought into their original room if upset on arriving in nursery and taken to their new room once settled – again, children's individual needs will be considered. Learning Journeys will be sent with parents on leaving the nursery for a new setting and a written transition report as stated in our curriculum policy will be completed and forwarded to new setting.

We will work with other professionals, and when possible invite new teachers into nursery to meet the children, we will ask for photographs of new keyworker/teacher to start talking to the children about the transition.

Setting will hold a transition meeting for children with SEND and invite other professionals and parents and invite practitioners from other/new setting.

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



We are allocated a nursery budget internally, which is prioritised using action plans, self evaluation and EYFS data. We are able to apply for 1-1 funding workers to the provision agreement panel who will decide if funding is available and allocate. We will follow advice from outside agencies and liaise with other professionals.

As we are also a part of a small chain of nurseries we may be able to access resources from our other settings.

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

Child's key worker will liaise with the SENCO and outside agencies if necessary, all children's needs are assessed individually. We will do our utmost to meet every child's needs within our capabilities. We will follow the SEN Code of Practice and take into account parent/carers wishes. We will follow company policies, we have various levels of support which we can offer from completing EYFS trackers, Every Child A Talker monitoring tools, English as Additional Language Trackers, Speech and Language checklists, compiling IEPs and IBPs and also referring to other agencies. We can apply for funding for a 1-1 worker which goes to the provision agreement panel to decide. We can apply for an Education and Health Care Plan if we and other professionals believe necessary. We ensure that parents/carers are involved in these decisions and are aware of what is happening at every stage.

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

Planning is completed on a monthly basis, all staff will communicate with parents/carers on a daily basis verbally about activities carried out in nursery.

Parents/carers can log into children's online learning journeys and add comments in response to the next steps that the staff add after writing observations. Parents/carers can use communication/diary book if requested. Parents/carers will be involved in IEP's/IBP's and reviewing them, parent/carers also have a role stated on the IEP/IBP.

18.Who can I contact for further information?

Acting Nursery Manager Sarah Fillingham
Deputy manager
Setting SENCO Sarah Fillingham