



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) – Local Offer

How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Initial meetings and nursery visits with parents/carers are an opportunity to discuss your child and any concerns or questions that you may have. We have settling in sessions with begin with half an hour sessions where parents/carers can stay and play – these develop to full half day sessions by the end. This is a good opportunity for parents to get to know staff and share any concerns or worries. The settling in process is taken at the child's own pace. Each child has an allocated Key Person, who is there to support your child in the setting as well as providing feedback to you regarding their development and achievements. Through ongoing observations and assessment, we are able to identify your child's level of learning and development. If there is a delay or concern, this would be discussed with you in the first instance and support strategies may be sought. If necessary, referrals can be made to outside support agencies to help us and your family to meet your child's individual needs.

How will early years setting staff support my child?

Positive, well established links with your child's Key Person and all staff would provide a starting point for discussion and sharing of information regarding your child's progress. If either you or your child's Key Person raise any concerns regarding development, this will be discussed initially with the nursery SENCO/INCO (Special Educational Needs Co-Ordinator/Inclusion Co-Ordinator). Our staff are well qualified in their roles as childcare practitioners and any identified or specific training which may be necessary to further support your child would be undertaken. We have established links with the FIRST (Facilitating Inclusion through Reflection, Support and Training) Team in West Sussex, which provides us with strategies for meeting individual children's need whilst in our nursery care, as well as signposting us to other support agencies, we also have experience of working with the Child Development Centre. (based in Chichester)

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

Each Key Person plans for their children individually and considers prior observations and assessment to contribute to their Next Steps in learning, we also incorporate the child's voice and parent's voice in our planning and you are encouraged to talk to your child's key person of any areas of learning you wish for them to develop further in. A Play Plan or IEP (Individual Educational Programme) may be implemented for specific learning needs or strategies in order to meet a child's individual progress needs. All children have a Learning

Journal which is shared at termly parents evenings and sent home with parents/carers to contribute to and reflect on. This contains observations, photographs, discussion notes and children's achievements across the Early Years Foundation Stage curriculum (0-5 years).

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Your child's Key Person or the Nursery Manager will be happy to discuss your child or any concerns you may have at any time. Appointments can be made for a more lengthy discussion should you require it. The nursery holds termly parents evening's which are an opportunity, outside of the nursery day, for parents/carers to come into the setting and talk to staff, Key Persons and see what your child has been doing during their time with us. This is also an opportunity for us to let you know about the areas of learning and development and what they really mean in terms of your child's progress and experience in the nursery. Due to the set of our nursery, all children are mixed together regardless of age and having a small staff team of 5 team members, all staff get to know each individual child and parents often have a chat with staff at pick up and drop off. Individual planning is shared with parents, this gives you an insight into what we are working towards during your child's time with us and help you to support them with their goals at home.

What support will there be for my child's overall well being?

3 members of staff hold a relevant level 2 or above qualification, one member of staff is qualified to teach forest school and the nursery manager holds a level 6 qualification and Early Years Teacher Status. All staff hold a current Paediatric First Aid certificate. The environment (indoors and outdoors) is checked regularly throughout the day to ensure it is safe and secure. Initial meetings take place to review your child's individual needs, care routines and are an opportunity for you to share relevant information with us in order for us to support them fully whilst in our care. We respect parents wishes regarding sleep routines, dietary requirements and toileting and aim to fit in with these in our nursery day. All policies and procedures are kept in the foyer area and are available on request.

What specialist services and expertise are available at or accessed by the early years setting?

All nursery staff are qualified in Early Years to a minimum Level 2. We have one Level 6 Early Years Teachers and all staff attend regular, ongoing training to support our children as well as their Continuous Professional Development. All staff are trained in First Aid. The nursery manager is the SENCO and will support children and parents/carers when needed as well as gaining additional support from the FIRST Team and other outside agencies.

What training are the staff, supporting children with SEND, had or are having?

The nursery SENCO/INCO attends training to keep up to date with legislation and working practices in the locality. Staff have attended training in Managing Children's Behaviour, and have worked with the FIRST Team, Speech and Language therapists, the Child Development Centre, CAMHS and Children's Services.

How will my child be included in activities outside the early years setting including trips?

All areas of the nursery are accessible to all children, both indoors and outdoors. If specialised equipment is required for your child, we would seek to ensure that it is available for use to ensure complete inclusion. Should it be identified that your child needs additional adult support this would be implemented in liaison with yourselves. As a setting we regularly go on walks to access with woodland surrounding the us therefore, we would discuss your child's individual needs prior to confirming arrangements and you would be welcomed to accompany them. Qualified and first aid trained staff would always be with the children on trips outside of the nursery and staff ratios would be determined depending on the nature of the visit and number of children.

How accessible is the early years setting environment (indoors and outdoors)?

The nursery is accessible indoors for wheelchair users and we have a ramp meaning children can access the main garden area of the nursery. For children with English as an Additional Language (EAL), we have dual language books, we invite you to come into the nursery and share your language with us and teach children keywords, we can seek support from the FIRST Team if necessary and monitor your child's speech and communication development closely. We encourage families to help us to produce visual cues and words in children's home language to ensure inclusion of all children. Our nursery promotes independent learning for all children, resources are labelled with pictures and words and storage is low level to allow children to select themselves.

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

The classroom has appropriate resources for all ages of children, with specific links to the Early Years Foundation Stage curriculum. Additional resources can be sourced to enhance the learning of each individual child.

How is the decision made about what type and how much support my child will receive?

Following discussion with parents/carers, if an agreed need for additional support is identified we would make a referral to the FIRST Team for an initial observation and assessment to take place. You will be involved in the process throughout by attending meetings and being involved in discussions with the nursery and other professionals may be involved. By agreeing and monitoring next steps and strategies to support the child, we are able to monitor its impact and assess progress in learning and development, the monitoring and assessment will be done by your child's key worker alongside the support of the nursery's SENCO. If we are nearing a transition into primary education, the nursery will get in touch with your first choice or chosen school and meet with the teaching staff to ensure transition to school is as smooth as possible.

How are parents involved in the early years setting? How can I be involved?

Parents/carers have the opportunity to feedback to the Management team through questionnaires, informal discussions and termly parents evenings. Parents are welcomed into the setting to help during sessions, perhaps with a key skill which they can share. Parents/carers are encouraged to contribute to their child's individual planning and to consider their next steps in supporting learning at home.

Who can I contact for further information?

Please speak to Laura Attfield or Grace Fairbourn if you have any questions or queries.
Email; laura@littlaurasnursery.co.uk Phone; 01730 814474