

The Day Nursery - Local Offer

Aim: The Day Nursery's aim is to work with Parents/Carers. To share relevant information and support the families with children who have Special Educational Needs (SEN) and/or a Disability (SEND)

1. HOW THE DAY NURSERY KNOWS IF YOUNG CHILDREN NEED EXTRA HELP AND WHAT OUR PARENTS/CARERS SHOULD DO IF THEY THINK THEIR CHILD MAY HAVE SEND.

Children's development and needs are tracked and recorded in their Learning Journals. Through building strong relationships, observations and sharing information with parents and Carers, any areas for concern can be quickly identified and processes for addressing concerns can be put into action. Information will always be shared with you about your child's development and we encourage you to also share information with us about your child's development at home. Should the key person have any concerns about your child's development they will speak with you and with The Day Nursery's Special Educational Needs and Disabilities Co-ordinator.

We are a fully inclusive setting able to meet the needs of children with SEND. Should you have any concerns about your child you should raise them as soon as possible with your child's Key Person. The partnership between parents/carers and the Key Person is strongest when information is regularly shared. Our SENCO is always on hand to support you and your child.

2. HOW WILL THE DAY NURSERY SUPPORT MY CHILD?

Working closely with parents/carers we will make a 'One Page Profile', we have a wealth of strategies we can action to support your child's progress and development.

Children respond well to our use of 'Visual Timetables' which provide support children can easily access. For children who find change particularly difficult to deal with, visual timetables have proven a great way for them to understand what's happening next so they can best prepare for it. Our use of * 'Intensive Interaction' has been an extremely successful way to support children with their interaction and communication. 'PECS' (Picture Exchange Cards) is very useful allowing the child to communicate in addition to Makaton.

With your permission, we can share concerns and information with our Area SENCO who can offer further help, advice and support. You will be invited along to meetings and your involvement and input are greatly valued. Personalised plans are reviewed termly, targets are outlined and strategies to best support the child are shared with parents/carers. Where necessary we can offer our support to enlist the help of other outside professionals such as Speech and Language therapist, this too would need your permission.

3. HOW WILL THE EARLY YEAR'S CURRICULUM BE MATCHED TO THE NEEDS OF MY CHILD?

All the children in our care are respected as individuals. Every child has 'All About Me' information, which is completed with you, your child and the Key Person. Using observations and professional discussion a clearer idea of your child's preferences, strengths and interests is gained. This information is then used by the Key Person to differentiate activities that will best support your child on their journey through the Early Years Curriculum.

Correct resources are provided along with the strategies which will be used to best support your child individually and in group activities.

4. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

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There is always a verbal feedback given when parents/carers collect their child at the end of their day. In addition to this we communicate through 'Daily Connect' directly to your mobile phone, updating you with messages and photographs of your child's day with us. Our electronic Learning Journal tracks your child's progress through observations, photographs, written comments and examples of their work. The Learning Journal also has suggestions for your child's next steps. Parents/carers are allocated individual logins so they can look at and add to their child's Learning Journal at their leisure.

Our Behaviour Policy is reviewed annually and is embedded in our practice. Sand timers are very useful in helping young learners to wait their turn. Strategies such as 'Stop, Think, Do' which gives children the chance to think about what they are doing and plan what they will do next or instead. Personalised visual timetables are particularly effective in helping children with challenging behaviour. The daily routine of the setting pays particular attention in ensuring children are given choices of how they spend their day. Children are encouraged to communicate their ideas by gesturing, pointing to pictures on the choosing board or simply asking. When children need regular/long term medication a medication plan will be completed with you.

The Day Nursery offers an open door policy so that parent/carers can come and discuss any concerns they may have with the Key Person or the SENCO. In addition to this, Open Evening is an annual event to which all parents are invited. We work closely with our local SENCO and family support workers. In this way we can ensure there is continuity between our support and that given at home. Meetings are arranged with the Key Person, SENCO, Area SENCO, Nursery Manager, Pre-School Specialist Teacher and other relevant professionals, parents/carers are encouraged to attend.

5. WHAT SUPPORT IS IN PLACE FOR MY CHILD'S OVERALL WELLBEING?

The Day Nursery Health & Safety Policy is updated annually and is closely adhered to. Copies of this are available upon request. The Day Nursery staff undertake risk assessment to all areas accessed by children on a daily basis. All areas to The Day Nursery are CCTV monitored and access to the setting is via Biometric finger control. Accidents and incidents are recorded appropriately and analysed monthly in order to implement possible changes to further protect your child. The Day Nursery practitioners are very experienced in supporting children with allergies, we have been 'Epi Pen' trained as part of the Paediatric First Aid courses attended. We all maintain a positive approach to supporting behaviour and have a named ENCO (Equality Co-ordinator)

6. WHAT TRAINING AND EXPERIENCE DOES THE STAFF HAVE IN THE DAY NURSERY SUPPORTING CHILDREN WITH SEND?

Our team of practitioners are experienced in supporting children and meeting their needs. Our SENCO has attended 'Role of the SENCO' training. Our practitioners have attended training in 'Intensive Interaction', which has been extremely effective in supporting children with Autism. Everyone at the setting has attended Epi Pen training. We are trained in Safeguarding. We have in house training, e.g. Fire Safety as well as online courses for Food Handling and Hygiene. We have in house training with our local SENCO on 'Supporting Children with Communication Difficulties' as well as attending courses approved by Essex County Council. The majority of The Day Nursery staff hold current Paediatric First Aid certification. The Day Nursery was represented at the Introduction to Autism Conference. Our staff have attended the 'Supporting Children with English as a second Language' course.

7. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE DAY NURSERY?

With consent from you the parent we can access the services and professional support from speech and language therapists, children centres', disability team, family support workers, Area SENCO, behaviour specialist and pre-school specialist teachers and educational psychologist. We work closely with other early years professionals who come into our setting regularly. You will always receive a copy of any report either written by us or by other Early Years professionals and will always be invited to meetings.

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8. HOW ACCESSIBLE IS THE DAY NURSERY?

The Day Nursery is entirely on ground level with parking right outside the setting. The building is easily accessible for children or adults using wheelchairs. Our dining room is accessed via a ramps. There are two toilets on site that have easy access for wheelchairs. Fluorescent tape has been applied to step edges and ramp ends to aid visually impaired children.

9. HOW WILL THE DAY NURSERY PREPARE AND SUPPORT MY CHILD WHEN JOINING THE NURSERY AND TRANSFERRING TO A NEW SETTING OR SCHOOL?

You and your child will attend settling in sessions. You will meet the manager, SENCO and your child's key person. You can stay for a whole session or you can stay for a short time and come back later in the session, we are very flexible with your needs and your child's needs during the settling in period

When your child is moving to another setting or starting school we start the process the term before the child is due to leave. We invite the school teacher into The Day Nursery to share information and visit your son/daughter in an environment they are settled and secure in. In certain cases a Key Person will accompany you and your child when visiting a new setting or school.

10. HOW ARE THE RESOURCES ALLOCATED AND MATCHED TO MY CHILD IN THE DAY NURSERY?

Staff and resources are deployed that best support your child in their individual needs and to help them to achieve their next steps. We share best practice and keep you informed and celebrate progress and mile stones achieved.

11. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The SENCO will have regular meetings with you alongside any other early years professionals involved with supporting you and your child. The key person will meet with you and you will be invited to all the meetings. We use information gathered from the observations and assessments we carry out in the setting and by other Early Years professionals as well as from information shared by you and by your child where possible. The manager monitors this process and will give support where needed.

12. HOW CAN I BE INVOLVED AS A PARENT WITHIN THE DAY NURSERY?

We believe parents know their child best and will encourage you to share information about your child to their key person and to the settings SENCO and the manager.

Your involvement is encouraged and appreciated in arranging settling in sessions. We invite you to our Open Evenings and ask you to complete questionnaires as your feedback on our practice, policies and procedures are very important to us. We use the information gathered to make changes where applicable. We invite parents

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to events such as, graduation day, Christmas celebrations and Open Day. We invite you to parent's evenings. You are involved in decision making for your own child during the registration and settling in process, review meetings and throughout your child's educational journey within our setting.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

If you would like to discuss your child's needs before making a decision about your child joining The Day Nursery, please either call into the nursery or telephone and ask to speak with Esther Carey who is the SENCO or Shanie Brooks The Day Nursery Manager

Telephone: 01268 769522

The Day Nursery
Church Road
Rawreth
Wickford
Essex
SS11 8SH

If you prefer you can email: info@thedaynursery.org.uk

All of our policies are available to read on request.
Please also see our SEND Policy attached to this section.

SEND POLICY

9.2 Supporting children with special educational needs and Disabilities (SEND)

This SEND Policy is being written and implemented in The Day Nursery in line with our 'Local Offer' which is part of the SEND Code of Practice 0 – 25 years of age (September, 2014)

The SEND Code of Practice states: 'All children are entitled to an education that enables them to achieve the best possible education and other outcomes and to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education' (5.1, DFE, Send Code of Practice, 2014)

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5.2: Providers of early years education that receive local authority funding are required to have regard to this code (DFE, SEND Code of Practice, 2014)

5.5: All those who work with young children should be alert to emerging difficulties and respond early, in particular parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves (DFE, SEND Code of Practice, 2014)

Policy statement:

The Day Nursery provide an environment in which all children, including those with SEND are supported to reach their full potential.

Procedure:

- We have regard for the Department of Education and the Department of Health Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with SEND and medical conditions are supported and their needs met. We have regard to the Equality Act 2010 and make reasonable adjustments to ensure children with SEND are not disadvantaged.
- We identify the specific needs of children with SEND and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs and we involve children during the process.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments
- We inform parents of the 'Local Offer' to ensure they are aware of the support offered. We let parents know they can access the 'Local Offer' on our website or at the reception area in our setting
- We monitor, review and update our policies, procedures and practice to ensure it is effective and make adjustments if necessary

Admission:

- We have a Baby Unit, Toddler Room Transition Room and Pre-School. In addition to this we have a separate Dining Room all of which are on the ground floor with easy access to children and families with disabilities The Day Nursery has an acre of outside area which include a large playground, grassed areas, flower gardens and a vegetable garden. There is easy parking outside The Day Nursery.

Roles and Responsibilities:

- Our SENCO is Esther Carey
- The Day Nursery ensures that our inclusive admissions practice ensures equality of access and opportunity. At the point of registration if the parent shares their child has a SEND they meet with the manager and SENCO so we can get the correct support put into place as soon as possible,
- Ensures all practitioners in the setting understand their responsibilities to children with SEND
- Ensures all practitioners are aware of and understand the settings approach to identifying and meeting the needs of children with SEND
- Advises and supports colleagues
- Ensures parents are closely involved throughout and that their insights inform action taken by the setting
- To liaise with professional agencies beyond the setting

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- Monitors the key person and pre-school support key persons practice and ensures they are supporting the child with SEND as best practice
- Ensures the child's personal plan is reviewed, completed and actioned as appropriate
- Shares information with the manager to keep the manager updated with all the children on the SEND register with their progress and needs
- Ensures reports and files are completed and stored in a confidential manner under the Data Protection act and only shares information with other professionals on a need to know basis for all children with SEND
- Reports to the manager the SEND budget and discusses how to spend the SEND budget for best practice
- Attends review multi agency meetings around the child with SEND and actions any outcomes from the meetings and shares this information with the settings manager
- The manager monitors and supports the SENCO and the SENCO receives guidance and support from the area SENCO and Specialist Teachers

Team Training:

- We provide in-service training for team members.
- Individual training is also delivered from Specialist Teachers to the Key Person and SENCO to meet the individual needs of a child, for example, training was delivered on 'intensive interaction' for children with Autism.

Practitioners working with the younger children have attended training in best practice for two year olds and have shared this information with the rest of the settings team.

How We Deliver Best Practice for Children with SEND

- We ensure that the provision for children with SEND is the responsibility of all members of the setting by means of, Observation – Assessment – Planning – Doing – and Reviewing. We meet with the SENCO and share information regularly as a team within the setting; we speak with parents and with other professionals with parents' permission.

Observation

- Regular observations and narrative observation gather information about a child's development and interests. These are shared with parents, other professionals/agencies and where appropriate are recorded in the child's learning journal.

Assess

- The SENCO informs the manager either on a daily basis and or when we have management meetings keeping the manager up to date with the SEND register and the progress being made. The manager monitors the process and is on hand to provide support to the SENCO, key person, parent and child if needed.
- We use the statutory two year old assessment process to aid identification of children with SEND early on so we can provide the best support – parents are involved in this process by sharing information and attending a meeting with the key person.

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- Parents are involved at all the stages and their views and information shared is treated with respect and in confidence. Parents are made aware of our statutory requirement to safe guarding children and this is explained during the registration process and again during meetings if we have a safety or an emotional well-being concern for the child and or parent.
- We work closely with parents of children with SEND to create and maintain a positive partnership. Parents meet regularly with the SENCO and know they can speak with the manager if need be.

Plan

- The SENCO, key person and parent meet to discuss and implement the child's 'personalised plan'. Parents can support the decision making in the aims for their child and resources (providing funding allows for resources) and will be kept informed at all stages of when a 'pre-school support key person' would be employed if needed and funding allows for this. Parents are involved at the assessment and planning stage as their views are asked about what they see at home and outside of the setting. Children's views are also gathered such as what their favourite activities and interests are.
- We plan for children's progress using the four broad areas of need and support as defined in the 'SEND Code of Practice' (September, 2014) which are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical Needs.
- The child's personal plan will record the aims and outcomes for the child to support their development and progress.
- Parents are given a copy of the personalised plan.
- The key person and where applicable the pre-school support key person is responsible for working with the child on a daily basis and keeps contact with the parent sharing information.
- The SENCO supports and oversees the implementation of the interventions agreed as part of the SENCO support.
- The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

- **The SENCO sets a date for review meetings involving the key person and parent.**
- At the review meeting we discuss the child's progress and the effectiveness of the support put into place to date.
- The child's views are taken on board where possible.
- If a child has not made the expected progress despite the action taken to meet their needs a request for an education, health and care needs assessment will be considered.
- Where a child has an Education, Health and Care plan (EHC Plan) this is usually reviewed by the local authority on a 12 monthly basis. However we can call upon their support outside this time scale.

Supporting Parents

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- We inform parents about the 'Local Offer' and how to access our document.
- We provide parents with information on sources of independent advice and support, we give website addresses to parents and download information for parents such as information about 'Autism' and we can refer parents to the children's centre groups.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools, for example, we contact schools and invite them over to meet the child in the settings surroundings and we provide written reports. The SENCO regularly meets with specialist teachers and the Area SENCO. The SENCO is also involved with social care, family support workers, educational psychologists and speech and language therapists.

Curriculum Support for Children with SEND to Access the EYFS

- We provide a broad, balanced and differentiated curriculum for all children with SEND such as; using the early support steps, visual time tables, sound distractions such as 'stop think do', first, then and next boards.
- Children with SEND have access to the outdoors, vegetable garden, grassed areas and flower gardens.
- We provide resources (human and financial) to implement our Local Offer, for example; the SENCO attends available training courses to support her role as The Day Nursery SENCO and we purchase specialised resources when the budget allows.

Record Keeping

- We use a system for keeping records of the observations, assessment, planning, doing and review for children with SEND. We follow the DATA protection act (1998) and store all personal information in locked cabinets and information is only shared with other early year's professionals on a need to know basis.

Evaluating Our SEND Practice

- We monitor and review our policy annually and as and when any statutory changes come into practice.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. personalised plans reviews and provision mapping reviews, team members and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Behaviour

- Children can have behaviour difficulties without having SEND – however where a child displays challenging behaviour or shows signs of becoming withdrawn an assessment should be made in case of any casual factors such as an under lying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a 'Multi – agency' approach, supported by the use of approaches such as the early help assessment should be adopted (5.29, SEND Code of Practice, 2014). The settings' SENCO is the named 'Behaviour Coordinator' and is trained in behaviour management and will arrange to observe the named child in the class. The SENCO and key person will arrange to meet with the parent to have a two way sharing of information. Strategies will be put into place to support the child. If required, the manager will refer the family to the Children's Centre for support or the Early Years Hub. The SENCO will meet regularly with the key

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person to check how things are and will meet with the parent for review meetings. If the SENCO and key person and or parent are concerned there is a possible SEND need then the key person will make the referral to the SENCO and the manager will speak with the SENCO to ensure the SEND policy and procedures are put into motion as quickly as possible within our policy process. We have a separate behaviour policy which can be viewed in the setting. The Day Nursery maintains a positive approach to supporting behaviour.

We provide a complaints procedure – see complaints procedure policy.