

Local Offer (SEND)

Greenfields Nursery believes all children have the right to reach their full potential by having access to good quality learning opportunities in a kind and caring environment

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

The nursery has a named Special Education Needs Co-ordinator (SENCO) who holds relevant training and qualifications:

Leanne Brawley (Special Education Needs Coordinator)

Her training includes: SENCO Training/ Early Years Paediatric First Aid/Information Sharing/ CAF and CON /Baby signing for Childcare professionals/ Flocare Infinity enteral feeding pump training

The SENCO will:

Work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents.

Liaise with parents/carers/keyworkers

support other practitioners in the setting

Liaise with relevant professionals and will engage in the CAF process and take the role of Lead professional when appropriate.

Ensure that Targeted Learning Plans (TLP's) are in place

Ensure that background information is collected, recorded and updated

Take the lead in monitoring and reviewing any action taken to support the child

Ensure that appropriate records are kept for all children at all phases of the SEN Code of Practice

Organise review meetings and collate reports from all agencies involved with a child to report progress to the Early Years panel and Inclusion and Disability Support Service.

Methods

As a setting in accordance with our policy, we will:

- Have a designated member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities by completing an Access Action Plan annually.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Targeted Learning Plans (TLPs) for children with learning difficulties and/or disabilities
- Review TLPs every six weeks and hold review meetings with parents at this time
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.

- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Use a Common Assessment Framework (CAF) where needed
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. enteral feeding pump training, baby signing
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. TLP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure.
- Monitor and review our policy annually.

At Greenfields we do ongoing observational assessments of all children in our care. These are linked to the EYFS ages and stages of development, which can help us identify individual needs of the children. These observations will be discussed with the room leader, the setting SENCO (Leanne Brawley) and setting Manager.

We operate a Key persons system at Greenfields, with each child being allocated a Key person. The role of the key person is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Leanne Brawley, Greenfield's trained SENCO can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from the Area SENCO and the Inclusion Disability Support Service (IDSS) can be sought with parents' permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

How will Greenfields staff support my child?

On induction to the setting the SENCO, leader or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together.

Observations, listening, assessments, evaluations all contribute to Targeted Learning Plans (TLPs). We will listen to you as well as your child. Our SENCO will explain how children's individual needs can be met by planning support using an TLP and the advice from IDSS. She will also explain who may become involved in your child's development and their role. The key person will work with the SENCO to oversee the TLP targets for your child. The Key person will be in session with the child, if not then the SENCO would be present. They will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, IDSS or applications for additional funding, TLP's will be reviewed with parents.

The key person's role will foster relationships with and understand the individual children. SENCO will maintain an overview of experiences and progress. The SENCO will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

On enrolment to the Setting

The month prior to joining Greenfields we offer all children approximately eight short periods of free stay and play sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and “all about me” forms to be completed with questions which will help the practitioners identify the children’s needs, interests and to discuss if any outside agencies are involved in the child’s development.

If required staff will attend training related to a child’s needs before they attend the setting. Meeting with the Health care professionals will help the child’s transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous TLPs, CAF and paediatric reports, to ensure appropriate planning is in place. Parents and the child’s key person should agree a consistent approach to ensure continuity of care from home to setting.

Transition to school or next setting.

If a child is in transition to school or moving on to a new setting, the child’s key person and SENCO are invited to observe the child and discuss the child’s strengths and needs. The Key person and SENCO can attend meetings and share targets on TLP and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, on track assessments and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The setting uses role play resources with school uniform, books and lunch time practise to help a child become familiar with new routines.

Who can I contact for further information?

The first point of contact within the setting is your child’s key person. The parents can identify the SENCO from the photograph on the parents notice board situated in the hall. The settings SENCO or Manager will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, the inclusion officer and Speech and Language Therapist (SALT). The setting has a named practitioner for behaviour management (Kathy Martin) and can also access support for parents from the IDSS and other outside agencies with parental permission.

What are the responsibilities of the setting owners in enabling and supporting inclusive practice?

The setting’s Manager/Proprietor is responsible for enabling leadership within the setting to create inclusive policies to, ensure those policies are in place and up to date and that there is sufficient staff to enable staff to constantly update their skills and training. The nursery actively promotes an environment that is inclusive with resources that reflect diversity positively and encourages information sharing with relevant agencies. It is also the Manager/Proprietor’s responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.

How will I know how my child is developing?

There will be opportunity for planned time to establish relationships between parents, child and Key person on entry to the setting. We have in place an assessment system for all children such as ongoing observational assessments, two year old progress checks and on tracks which are completed every term. Each method of observation and assessment is linked to the EYFS ages and stages of development. Each child also has a learning journey file which is accessible to parents on request.

Parent's evenings are held bi annually, which allows parents/ carers to come and talk with their child's key person. We also have a SENCO available to talk to if required. On a daily basis we provide a diary for children aged 0-2yrs, so that parents / carers can share which activities their child has been involved in during the day.

The setting has an 'open door' policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as they are key to building parent partnerships and to help progress children's development. Telephone calls can be used to communicate with parents during the day if the parent prefers.

Seasonal Newsletters inform parents of topics at nursery and any forthcoming events for their diary. Parents notice boards outside each room display up to date news and photos of recent activities.

What support will there be for my child's physical and emotional wellbeing?

The staff approach is inclusive, positive and welcoming to all. On entry to the setting we provide parents with admissions policy, Safeguarding policy, SEN code of practice. All about me forms are given to parents to complete to help practitioners meet the individual needs of the children. Policies are shared with all staff and parents.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with child and family and they provide personal care respectfully to all children. The staff are trained to administer medicine.

During the daily routine visual time tables are used to support children in understanding routine. Older children are supported to manage their own personal care and manage risks for themselves. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. The Area SENCO will support the SENCO and key person.

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

The setting employs an EYP (Early Years Professional). All staff have accessed child development and EYFS training and have experience of working with children within the Early Years age range. It is mandatory at this setting for staff to be trained in Paediatric First Aid, CAF (Common Assessment Framework) and CON (Continuum of Need), Safeguarding Level 1 and in the case of designated staff, Level 2. The child / family can access a number of services available in the locality linked to the child's identified needs these would be primary through the health care service and include:

Child development centre, Physiotherapist, occupational therapist, speech and language therapist, portage worker and IDSS (Inclusion Disability Support Service). The setting has good links with the local children centre (Balladen) and staff sign post parents to support available.

Within the setting there is a trained SENCO who attends termly network meetings to keep up to date. There is also the local authority IDSS who is available to support the setting SENCO. With parent's permission advice can be sought from the Early Years Advisory Teacher. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the physical sensory medical team.

How will you help me to support my child's learning?

Within the setting there are communication systems in place, for example; home/setting books, parents evenings, parents, meetings, daily conversations with the parents when they collect / bring their child to nursery, newsletters and via the website. As a setting we can agree a comfortable form of communication with the parents including verbal, written, email or text. We invite parents to share their knowledge about their child with the staff. Children's learning journeys and planned next steps in learning are shared with parents at their request and at bi annual parent's evenings. The setting SENCO and key person will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parent's meetings and or TLP reviews. If your child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.

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

Parents are involved from the initial visits at nursery when they register their child at the setting. The child's strengths, need, like and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including Targeted Learning Plans (TLPs) and reviews. Each child's learning journey is accessible to parents on request. Planning is visibly displayed in each room for parents to view if they wish and they are welcome to contribute ideas and topics.

How will the learning and development provision be matched to my child's needs?

The key person and other staff in the room your child is based will get to know the child through meeting the parents during their initial settling visit to nursery. Communication is key between parents and staff to support the child's care and wellbeing.

The key person will regularly liaise with the parents. During the initial meetings between parents and the key person the parents will be asked to fill in all about me form and family trees. If the children are older parents can discuss the questions or encourage them to draw pictures.

An on-going observational assessment is used to establish a starting point. The key person will observe the child in the first few weeks of them settling into nursery and complete a summery sheet based on their observations. These will be clearly marked as starting points as these summary sheets are used at several points during the child's learning journey. The summary sheets are

linked to the EYFS ages and stages of development. Activities, experiences, routine resources and provision are planned for the individual.

What training have the staff supporting children with SEND had or are expected to have?

The setting SENCO has completed the updated SENCO training. The SENCO attends termly SENCO meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through room meetings. Further courses such as behaviour training, equality, diversity and inclusion training, communication and language training have been attended by other staff members. The setting EYP (Early Years Professional) is also the setting ENCO. The Manager and EYP have attended EAL training linked to specific needs.

How will my child be included in experiences away from setting?

All activities will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to be included. Policies are shared with parents on admission to reassure them that we are inclusive.

How accessible is the setting environment?

Signs, posters and pictures with notes are used around the setting. Accessible parking is available for the main nursery and baby unit and toilet/changing facilities are available. Limitation of the building can be explained. All policies and procedures are current and reviewed regularly. We provide multi-sensory experiences as part of our core provision. We provide sensory play equipment and use visual aids. We seek advice and support from the area IDSS.

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

Inclusion funding and Two year old funding can be applied for to support the child being included in the setting. Delegated budget will be used to provide additional resources or to adapt existing resources.

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

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The area SENCO or the IDSS teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the TLP. The TLP will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child knows the child's needs and how to support them.

If your child has a Special Educational Need and you would like to know more about how we could support them please contact us on 01706 231848 or email to info@greenfieldsnursery.co.uk

Kathy Martin – Manager, SENCO /Inclusion .Greenfields - SEND Local Offer