

The Howard Nursery School

OUR LOCAL OFFER TO CHILDREN AND FAMILIES WITH SPECIAL OR ADDITIONAL NEEDS

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?

At The Howard Nursery every child is treated as a unique individual and every child has a Key Person. Ongoing assessment is an integral part of the learning and development process within Nursery. The Key Person observes the child, responding appropriately to support progress towards the early learning goals and identifies next steps. All interactions and observations are used to identify any additional needs to signpost any help required. Observations are reviewed regularly which assists in activities etc., which can be adapted according to a child's needs.

The Key Person's role is to develop trusting sensitive relationships with parents and children to enable respectful sharing of information. If a parent/carer has any concerns about their child's development they can speak to the nursery at any time with either their child's key person or SENDCO.

If a child's progress is cause for concern the Key Person would raise the issue at the daily reflection or weekly staff meeting to discuss strategies/next steps. The Nursery's SENDCO, would become involved to identify if additional support was deemed necessary.

The SENDCO works closely with parents/carers and staff to plan an appropriate programme of assessment and support and this is ongoing as required. Additional advice may be sought from outside agencies, such as a speech and language therapists, health visitors, the Surrey Early Years and Childcare Team or educational psychologists and this is sought with prior permission from parents. Where additional advice/support is deemed necessary the SENDCO will ensure that parents/carers are informed and fully involved.

Observations by the Key Person are the basis of assessments, which are used to target areas for development and plan for individual needs.

Reports from Health Care Professionals such as health visitors and speech and language therapists help to identify a child's individual needs. We welcome parents and professional sharing these reports in order to plan appropriately to meet these individual needs.

How will early years setting staff support my child?

Our nursery's SENDCO will plan/oversee all support required for any child needing extra support at our nursery.

Your child's Key Person will ensure that progress is being made and following an Individual Support Plan, which will have been devised by parents/carers, the SENDCO and Key Person. This will usually be done through language groups and small group work with your child throughout the week and will be completed as often as your child's needs determine. We ask that parents also support children to work on these targets outside of the nursery time and share any significant developments on our 'WOW Wall' so we get a holistic view of the children's development.

We will also liaise closely with any outside agencies to ensure we are all working together on the same targets to give as much support to your child as possible. These professionals may include: Portage, Early Years Improvement Advisor, Early Support, Early Help Team, Health Visitors, Educational Psychologists, Social Services, Speech and Language Advisors and Occupational Therapists.

We have regular meetings with parents/carers of children with additional needs to discuss their progress and next steps. Parents/carers are also invited in at any time an outside agency comes in to work with their child to ensure they get to see them to discuss progress and/or concerns. We pride ourselves in our openness with parents/carers and we endeavour to always be available to speak to when they need it.

Prior to Pre-schoolers starting school we ensure there is a good transition document to be passed onto their new school e.g. 1 page profile, tracker of development, and the most recent summary. If we feel that your child may need additional visits to school or from the school we will be able to work with the school to support them during their settling in period.

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

Throughout the nursery we use the Statutory Framework for the Early Years Foundation Stage. When we plan activities for the children we plan for each individual child to ensure we are using their interests to support areas of their development. For whole group activities we ensure that all activities will be differentiated to suit each child's needs and that all children will be able to access it and it will suit their stage of development.

The level of supervision and support will also be differentiated based on the activity and the children involved and their needs. All of this ensures that every child is included and able to learn at their own level.

Any child that has additional needs or requires additional support to access the whole setting we will put in an additional support plan. Each child will also have a tracker which shows all professional the overall learning and development within each area of learning. In addition to this each child will have a mix of short and long observations, photo observations, language audits and termly summaries in their learning journey. A further additional tracker that we may use is an Anne-Lock which covers all areas of learning and development in smaller sections so we can focus in on more specific areas.

We encourage parents to add to their child's learning journey with the use of 'While I was at Home' forms, photo observations and come into Nursery and view at any time.

At the Howard Nursery we create support within the continuous provision e.g. use of visual timetables and PECS (Picture Exchange Communication System) where necessary to support children in the daily routine.

The SENDCO/Nursery Manager will seek and support staff in additional training that may be required to meet your child's needs e.g. gastrostomy, emergency medication.

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

Children develop at their own pace, and in their own ways. Whatever their stage of development all children are supported to reach their full potential. This may be through:-

- ★ On-going observational assessment is used to establish each child's stage of development. During the first few weeks the Key Person will record the children's characteristics of learning which are linked to the EYFS ages and stages of development. Children who are identified as requiring additional support, help or encouragement, strategies and next steps are introduced.
- ★ We hold regular get-togethers with parents/carers and indeed the children's extended families and discuss their child's development. This enables the Nursery to discuss any concerns, update records, share news and if necessary jointly agree appropriate next steps. This is always carried out in a positive and friendly way which helps get-togethers to be relaxed, informal and where everyone readily discusses their concerns or news!
- ★ Through observations and get-togethers children's needs can be identified on Targeted Learning Plans at either Early Year Action or Early Years Action Plus enabling a comprehensive Individual Support Plan to be put in practice.
- ★ Parents/carers are their child's first educators and their input is very important along with home and nursery continuity. Every child has a Learning Journey which we log activities from each week along with photographs and next steps that you could do at home to support their development. It is available for you to take home and we actively encourage you to contribute to it along with their milestones to ensure we have a holistic view of your child's development both at home and at nursery. Milestones are updated regularly to get a view of their stage of development and areas that may need more support taking into account your contributions and our own observations.
- ★ If your child has additional needs and they have an Individual Support Plan (ISP) which will have targets on it to support your child's development, we will have meetings with you to discuss progress made and the next steps and this will be written in the ISP. We also complete a summative assessment, social and well-being checklist, involvement and national language checklist, all of this will form part

of our ongoing observations and assessments. However, if we had any concerns we wouldn't wait for any of these reviews and deal with any concerns immediately.

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

Our Nursery provides an inclusive, sensitive and positive approach to learning.

The staff provide good role models for positive behaviour and are consistent in the day to day care of all children. Should your child display unwanted behavior we will work with you and your child to provide a consistent and planned approach to improve behavior. We tend to use initially ABC behavior charts to record the triggers and then if necessary put in place a behavior management plan to support children.

The Nursery Manager and Deputy Manager are responsible for administering all medicines and if a child needed support that we were not trained to give we would ensure they attended the appropriate courses. Our nursery has a policy for administering medicines.

The Manager will regularly update the rest of the team regarding any medical conditions to ensure everyone is aware of them and how to best manage any situation. We aim to ensure all staff have relevant up to date first aid training along with all staff receiving safeguarding training. The manager will also ensure all staff are aware of any updates in general provision and in regards to safeguarding.

The children within our nursery have their own opinions and can contribute to their learning and development. To do this we observe them showing their opinions through their language, behaviour and actions. As children get older and are more able to verbalise we ensure we take their opinions into account when planning activities and completing ISPs and observations. Where appropriate, the Key Person seeks the child's view as their contribution is always important, how else can we understand how a child feels, what they need or would like to do if they are not included? Your child is an individual and important in helping us to help them.

We have quiet spaces in all of our rooms where children are able to relax and have some quiet time to themselves. We also have a sensory den with cushions, blankets and sensory toys in.

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

All staff at The Howard Nursery have accessed or are booked onto Early Childhood Development training when they join. We have qualified staff in all rooms with qualification ranging from Early Years Professional Status to Level 3 training.

All staff have access to the Surrey Children's Services training program termly which provides an overview of child development and extends staff knowledge and practice. We also have great links with other nurseries within the partnership to work towards upskilling the workforce.

We ensure we develop links with outside agencies or specialists your child needed to ensure they are receiving as much support as possible such as health visitors, Speech and Language Therapists, Educational Psychologists', our local Children's Centre, Local Schools, Early Help team and the Early Year's Advisory Team.

Our SENDCO attends termly local network meetings to keep up to date with the latest information.

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

Our SENDCO has completed SENDCO training and this is kept up-to-date.

Makaton is used within the setting however has been highlighted as a training need and this is being addressed. We are also planning to do enabling environments audit to ensure our environment is as inclusive and stimulating as possible.

All our staff have to attend safeguarding training yearly. Each staff member has a file where a record of all their training is kept. Sending staff on training supports their professional practice and supports the children's learning and development.

Staff have attended a variety of training workshops run by the Local Authority and in-house:

- ★ SEND Code of Practice and Inclusion
- ★ Developing Listening and Attention
- ★ Paediatric First Aid

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

All of our activities are adapted to the best of our ability so all of the children will be able to access them in their own way. When going out of the nursery we lower the ratio to ensure we have enough staff to adequately supervise the children and we base this ratio on individual children's needs to ensure they have enough support to take part in the outing. A risk assessment is carried out prior to any nursery trips to ensure everyone's health & safety will not be compromised and that we have the correct number of staff to adequately supervise the children. Should we need to, we will ask parents/carers to join us so we have more adult support. Following the trip staff will de-brief and discuss if anything may need changing prior to a further outing.

We ensure that all equipment the children may need to take with them is available and with us on the trip e.g. emergency medication, wheelchair, walker. The use of this equipment will be included on a personal moving plan.

For children that require a visual timetable we can produce a simple story and visual timetable to support them on the trip and this can go out to parents to talk through with their child prior to the trip.

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

The Nursery is accessed via a ramp at the entrance of the Nursery and there are two side gates and another ramp at the rear of the Nursery enables full access to our outdoor learning area for those with physical disabilities.

Furniture is new and of a suitable height appropriate to the age group of children attending Nursery. It is regularly checked for its suitability and for any wear and tear.

The Nursery set in a porta cabin and from the Preschool room there isn't direct access to the garden however one can access the outside area through the baby room. All doorways and entrances to the Nursery are wide enough to accommodate a wheelchair.

There are accessible parking spaces available for staff and disabled persons and although there is a slope from the parking area to the Nursery, should anyone need help, our staffs are available to assist.

Sinks, toys/equipment are all at low level height enabling all adults and children to access these.

If you are a parent/carer who has English as an additional language (EAL), we are happy for another member of the family who speaks English to interpret or use a local authority interpreter when required. We have a small number of dual language books and when we have children in the setting with an additional language we will ensure there is signs and poster up in a home language. Other methods of communication we use is Makaton and visual clues to support understanding.

How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

On starting the Nursery each child will be assigned a Key Person. They will support the children to settle in, working with parents/carers to ensure they have a smooth settling in period. We work with families to ensure a smooth transition and if your child needs more than the standard number of settling in sessions we can work with you to accommodate this.

We will be producing a photo book of the setting and activities for your child to have a home to become familiar with their key person, the routine of the session and activities being offered.

When a child starts at the Nursery and has a number of professional involved we will meet with them prior to the child's start date to ensure we have the correct equipment, information and care plans for a smooth transition into Nursery.

The Nursery has transition meetings with all feeder schools. Where a vulnerable child has been identified or if the child has additional needs a more formal meeting will be held to which parents/carers/carers will be invited. This assists the follow on nursery/school in understanding the needs of the child in order to ensure a smooth, positive and informed transition.

In some cases, visits to the nursery/school will be organised where the Key Person can support the child prior to transfer. Photographs of the new setting can also be used to help the child prepare for transition.

All new settings receive a copy of the child's transition report containing achievement data, information regarding strengths and interests and the child's voice this is by way of a summative assessment and a 1 page profile.

If your child attends another setting or whilst they move to a new setting we will endeavour to meet/speak with the new setting to give them all relevant information we have including; ISP targets, next step learning goals, SEND support agreements and the children's strengths and needs.

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

We have two large and light playrooms within the nursery and the children are arranged into these rooms based on their ages and abilities. Each room is set up with the correct resources for this age/stage of development. If a child needed additional resources, we would ensure these resources were in the room for them to access freely.

We ensure that all children with SEND needs are met to the best of our ability with the funds available. We welcome parents/carers input and anything which they feel would better support their child, we are happy for this to be brought into nursery provided, of course, it is suitable within the playrooms taking into consideration all of our children.

We can also apply for inclusion funding from Early Years and Childcare Service to support your child in the setting in small group work. We can also apply for discretionary for 1:1 support if required however we will have to gather evidence and complete a SEND support agreement with parents to be able to apply for this funding.

Children that already have an Educational Health and Care Plan (EHCP) may already be entitled to 1:1 support however if we felt that your child will need an EHCP we will go through the process with you.

We can also support families by filling out an Early Help Assessment for support with finance, jobs and housing.

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

When your child starts with us we will start a learning journey with an 'All About Me' form.

If we feel your child needs additional support whilst they are with us the Nursery Manager and SENDCO will discuss this with parents.

Your child's key person, SENDCO and any outside agencies will discuss what support would be appropriate for your child's needs. All children will need different types and levels of support so this will be based solely on your child's needs. We will monitor how well the support we have put into place is helping your child and the progress they are making through regular observations, reviewing targets on ISPs and looking at how they are achieving on their developmental milestones.

We have regular meetings with parents/carers to discuss their progress. We may take away the additional support if we feel that your child has made significant progress and is no longer in need of the support after full discussion and agreement with parents/carers. Alternatively if we feel that your child is making little or no progress with their ISP targets then will meet with parents to put together a SEND support agreement and notify the child to the Local Children's Service Education Team and to put in an application for 1:1 funding.

Any reports from health care professionals or other professionals e.g. Portage, SALT are useful for the Nursery as they help support your child whilst they are at the Nursery.

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

We encourage parents/carers to be as involved in the nursery as much as they can be. There are lots of ways you can be involved such as contributing to your child's learning journeys and milestones. Also parents/carers are welcome to come into the nursery to help us with specific activities, or celebrating certain festivals.

We hold lots of social occasions that parents/carers are encouraged to attend which are detailed on the Nursery's year planner and we hold regular parents/carers information evenings based on what parents/carers feel they would like to learn more about. We formally survey all parents/carers every year to find out their views on all aspects of the nursery. We are always striving to work in partnership with our parents/carers and it is something we are continuously trying to develop and encourage.

If a child requires input for another professional service this will be done in liaison with parents/carers and permission will be sought prior to the referral.

Who can I contact for further information?

For children already attending our nursery your first point of contact would be your child's Key Person to discuss any concerns you may have.

You can also arrange to speak to the Nursery Manager/SENDCO by either asking while you are in the nursery, telephoning us on 01372453832 or via email to thehowardnursery@thehoward.org.

It is always a good idea to speak to your Health Visitor or we can offer you support through our local children's centre whom we are developing close links.

For more information on Surrey's Special education Needs and Disability (SEND) offer see the following website:

Website: <http://www.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>

Surrey's Family Information Service

Website: <http://www.surreycc.gov.uk/people-and-community/family-information-service>

Surrey Early Support Service for Young Children with Disabilities

Website: <http://www.surreycc.gov.uk/people-and-community/family-information-service/support-for-children-with-special-educational-needs-or-a-disability/surrey-early-support-service-for-young-children-with-disabilities>

Email: earlysupport@surreycc.gov.uk

Tel: 01372 833423

Address: Surrey Early Support Service, Early Years and Childcare Service, Fairmount House, Bull Hill, Leatherhead KT22 7AH