

## Our Local Offer

The nursery recognises that every child should be equally valued and included and has the right to be given the opportunity to achieve their potential. We therefore welcome all children and parents/carers into the setting and we will endeavour to meet each child's individual needs.

We promote equality and diversity within our setting, providing an environment that is inclusive to adults and children. We aim to ensure that every child and adult will feel equally welcomed valued and accepted.

### **1. How we know if children need extra help and what our parents/carers should do if they think their child may have SEND.**

On starting at the nursery parents are asked to complete a 'what to expect when' checklist to help us establish where the child is at in their developmental journey. Every child is assigned a key person. They will make observations on the children and these will be put on to 'Tapestry' our online learning journey system. The observations are then used to help highlight where a child is at with their development and if there are any delays or areas of need. We use 'Development matters' and 'Birth to Five matters', to monitor children's progress, which we make into a chart. This helps us to identify the areas they may need additional support in. Every new child will have sessions with their parent/carer to settle in and get used to the room and meet their key person. During those visits the key person will seek key information about the child to help create an overall picture of the child and their individual needs. This information will give a starting point to help the key person and the special educational needs co-ordinator (SENCO) to begin to plan for the best support for the child.

***"It is particularly important in the early years that there is no delay in making any necessary special educational provision." SEND code of practice 5.36***

If a parent thinks their child may have a special educational need or requires any additional support, they should discuss this with their key person. They will inform the settings SENCO and a meeting can be arranged. Parents are very welcome to arrange a meeting with our SENCO, who is also our inclusion officer, at any time.



## 2. How we support children with SEND.

The support we offer is in line with the SEND code of practice. We use the graduated approach 'Assess, Plan, Do, Review' to help us build up a clear plan of how best to support the child during their time here at Wivenhoe Park.

***"All settings should adopt a graduated approach with four stages of action: assess, plan, do and review." SEND code of practice 5.38***

Observations are made and shared with the parents. The child's individual needs are assessed. If it is agreed that additional support is needed then an individual 'One plan' will be put in place. This is discussed and agreed in partnership with the parents, SENCO and key person. If there are any other professionals involved with supporting the child's needs then they are also included- all with the parents' consent.

***"Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement." SEND code of practice 5.39***

'One plans' take in to account the needs and wishes of the child and their family. Discussions include what is important 'to' the child and what is important 'for' the child. The 'One plan' is implemented throughout the term and strategies are followed by the key person and room staff. Strategies are chosen to specifically meet the needs of the individual child. Activities are provided to promote the necessary outcomes. Observations and evidence are collected and recorded and the outcomes in the plan are reviewed termly with the parents. We put together a progress chart for children who may have SEND, by using our observations on their development using 'development matters' and 'Birth to five' matters documents. A new updated 'One plan' is created for each new term. Where appropriate with consent from parents, we will access additional support from external professionals and experts who can provide further help for the child and the family outside of the nursery. This can include speech and language therapists, paediatricians amongst others.

***"Knowing when and how to call in specialist help is one important element of inclusive practice." EYFS 1.2 'Inclusive Practice'***

The nursery may also be able to access additional funding to support the child whilst they are here. This may be for example for specialist equipment and resources, training for staff or to provide targeted support for a child. Our setting will work closely alongside the family and we are also



supported by an Inclusion partner where needed. They help to offer additional advice, ideas and resources when required.

Our SENCO, Teresa Warren, has a role which allows her to be out of ratio. She can be used to enhance support to a child or room if needed. Teresa will provide advice and support to staff and carry out training on any relevant subjects.

**3. How we create learning and development opportunities for individual children with SEND.**

Our setting treats all children as individuals and we ensure that they are offered the same opportunities that are tailored to meet their needs to achieve the best possible outcomes for the child. We will adapt the environment and activities in order to suit the children within the setting. The key person plans for the child weekly and will incorporate activities that will help them develop and meet their milestones and outcomes. Throughout the rooms visual timetables are in view and objects of reference are also used to support children's understanding and communication. Visual prompts such as a sand timer and a tambourine are used to aid a child's understanding of when the routine is about to change. We incorporate various other strategies to support a child with SEND that may include 'First/then' boards, PECS (picture exchange communication system), Makaton signing, and visually clear activities. Each key person has a buddy that will continue to support the child in the absence of the key person. They will work closely with the key person ensuring the child's needs are continuously met.

The SENCO is available whenever parents may wish to discuss any concerns and regular review meetings are planned to enable the nursery and family to work closely together. We value and respect the fact that the parents know the child best and we will listen and respect the parent's wishes.

The 'One plan' highlights the individual outcomes recommended for a child with SEND and their developmental progress chart will help to provide a clear indication of the age band they are working in.

Our setting aims to create as natural a play environment as possible. Our natural resources are used to enable and encourage our children to develop and thrive. We have many open ended resources that encourage creating and thinking critically, problem solving and using their imagination. We provide free flow access between our indoor and outdoor environments and we put a lot of emphasis on embracing outdoor learning in all weathers.

**4. How we work in partnership with parents/carers.**

Through the key person approach we work very closely with our parents. Through our nursery genie computer system the under 3's get emailed daily reports on what the child has been doing,



what they have eaten, when they have slept and details of nappy changes. With the over 3's this information is shared verbally and the children would also be encouraged to tell their parents. Notice boards and display areas are used to share information, 'wow' moments and activities that take place.

The key person and room seniors are available to talk at any time, however we do plan termly parent meetings where the child's full progress can be discussed.

Our SENCO will lead termly planning and review meetings for children who have SEND or that are being supported with 'one plans'. Any relevant outside professionals will also be invited and the SENCO will record all information and share with everyone that needs to be involved. If necessary home visits can be arranged if they will be beneficial in us getting to know the child and family better or to observe any relevant strategies being used. We print out a progress chart of the prime areas of learning to help see where the child is at in terms of age expected milestones. Regular telephone conversations take place or emails are exchanged to ensure parents are fully included and that contact is consistent. This also includes keeping other professionals who may be involved up to date as well. A development summary is completed each term by the key person along with the support and guidance of the SENCO. This looks at the child's development in the 3 prime areas of learning. The development summary is considered as part of the 'one planning' so appropriate outcomes can be decided. Any advice given from other professionals involved is used in the plan and everything is shared with the parents.

##### **5. How we support the wellbeing of children with SEND.**

Risk assessments are carried out on a whole range of nursery activities. Depending on a child's level of need, additional risk assessments may be carried out. These individual risk assessments would be completed in partnership with the parents. Daily Health and safety checks are completed of the resources and equipment both indoors and in the outside learning environments. Any medicines that are required are recorded and administered by two members of staff, one of which will be from the senior team. Children with an ongoing medical need will have a care plan put together to record and explain their needs in more detail.

Our key person approach allows us to closely bond with the child and family and get to know the child and their interests.

***"All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual." EYFS 1.2 'Inclusive Practice'***

Children with SEND have their opinions listened to in a variety of ways. They are encouraged to make choices and communicate through a variety of ways. Visual aids and objects of references are



used to help with communication and often PECS (picture exchange communication system) is introduced to non-verbal children to ensure their voice is heard. As a nursery we support all children by encouraging the use of Makaton alongside speech. Our SENCO is also our Inclusion officer. She will regularly monitor inclusive practice across the setting.

***“Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years.” SEND code of practice 1.6***

We encourage children to communicate their feelings with one another and include positive reinforcement as a way to deal with any behaviour issues.

Our Nursery has a set of ‘Nursery Promises’ that are used throughout the nursery to create a positive learning environment:

- **To be kind and gentle to each other**
- **To share and take turns**
- **To listen to each other**
- **To take care of books and toys**
- **To use our walking feet indoors**

### **6. Staff training and experience in supporting children with SEND.**

The nursery as a whole promotes the importance of continued professional development. Regular staff training is carried out on a range of relevant subjects, such as encouraging communication, behaviour management, outdoor learning, observations and planning. We have made visits to other settings and our committed to striving for best practice. Many of our staff have completed funded courses on subjects such as ‘Understanding Autism’ and have completed online learning that is relevant. All members of staff have a minimum of Level 1 in Safeguarding and over 50% of the team hold a level 2 in safeguarding. Safeguarding procedures in the nursery are clear and all staff members are aware of how to address any concerns they may have with our designated safeguarding officer. Our safeguarding officer has level 3 and monitors the team’s training needs. We aim for all our staff to have paediatric first aid certificate’s, this is regularly monitored by management.

We will seek out any additional relevant training that is required, to support a specific child’s needs. It will then be arranged for staff to attend.

Our setting’s SENCO Teresa Warren has the following qualifications and training relevant- NNEB/Level 3 in Childcare, Safeguarding level 2, Paediatric First Aid, CERTSEY Level 3 certificate for



SENCO's in Early Years, Role of the SENCO (Special educational needs co-ordinator), Role of the ENCO (Equality named co-ordinator), NVQ level 2 in Team leading, NCFE level 2 in Autism, and a level 3 in Speech, language and communication for 0-3's. She regularly attends other relevant training that has included NASEN, behaviour management, supporting children with English as an additional language, supporting children with anxiety and selective mutism as well as hearing impairment and sensory processing disorder. Our SENCO helps to promote and co-ordinate equality and diversity across the setting and is our inclusion officer. Teresa is also one of our deputy managers and is currently on a Level 5 leadership and management apprenticeship. Working alongside the manager, She ensures practitioners understand their responsibilities to children with SEND and she advises and supports colleagues. Our SENCO also assists in delivering training to staff and helps to role model good practice. Teresa is not counted in our child/staff ratio; therefore, she is able to offer enhanced support to a room or a particular child if required.

**7. Specialist services and expertise accessed by our setting.**

The SENCO will liaise with external agencies such as Speech and Language therapists, Paediatricians, specialist teachers, educational psychologists and any other professionals involved with specific children in our care. We have links with a designated 'Inclusion Partner' from Essex County Council who is there to support and advise us. Our SENCO attends termly SEND cluster meeting where we receive training and network with other SENCO's from other local settings. With parent's consent and a selection of observations and assessments, our SENCO can make referrals to relevant services and suggest support available.

**8. How we include young children with SEND in community based activities and outings.**

All outings are fully risk assessed to ensure that any potential hazards are dealt with to restrict accidents happening. Most of our outings happen on the university campus which is very accessible with slopes. Any child with additional needs would have a separate risk assessment completed for a trip if necessary. Extra staff would be allocated if needed and we would ensure that all children are able to be integrated into the trip and avoid anyone being excluded. If we are planning a trip off campus then parents would be invited to join us if they wish and we would inform them beforehand and ask for their permission.



### 9. Our accessible environment.

The nursery building is all on one level and is accessed via a slope. We have our own allocated drop off bays in the car park and there are disabled spaces available. We have wide doorways and a spacious entrance foyer. Toilet facilities include low level child sized toilets and also two allocated accessible toilets for staff and visitors. These also have hand rails.

All nursery rooms have direct access to the outdoor area via patio sliding doors. We have a wheelchair ramp available to assist if needed. We often take the children on trips to the university campus. We have direct access to paved paths and slopes which avoid steps, leading to extensive parkland. There is level paved access to the bus stops and taxi rank from the nursery.

We complete an 'Access audit' yearly which identifies any improvements needed and this forms part of our Equality action plan which is monitored by our Inclusion officer/SENCO.

As a nursery we incorporate the use of Makaton to aid communication. We translate some of our displays into languages spoken by our families and we have 'welcome' signs in various languages too. Dual language story books are available and can also be borrowed by families.

### 10. How we prepare and support children with SEND when joining the setting and when transferring to another setting or school.

When a child with SEND joins the setting, a meeting will be arranged with the SENCO and the parents. We will gain all necessary information and the needs of the child will be discussed in detail to ensure we are meeting all of their requirements. We will ask parents to sign a consent form so that the SENCO can share information and contact other professionals or agencies involved with the child, including the future school when transitioning begins.

A meeting will be organised with the parents, SENCO and child's key person to discuss the use of a 'one plan' to put the correct support in place for the child. Every new child will have sessions with their parent/carer to settle in and get used to the room and meet their key person. During those visits the key person will seek key information about the child to help create an overall picture of the child and their individual needs. See **number 2** for more detail on support.

When a child with SEND is transitioning to school, we ensure that the school's SENCO is invited to the review meeting along with the new class teacher. This will ensure they have a greater understanding of the goals and aspirations that we are working towards. The SENCO may also visit the school with the family and visits can also be arranged for the child's key person to accompany them on visits to the new school too. We would aim to create a photo book of the new setting for the child to look at and that will help them become more familiar with it. The class teachers will also be invited to visit the child in their room at the nursery.



**11. How we organise our resources to meet the needs of children with SEND.**

We have a SENCO who is responsible for ensuring the staff and key people are well informed on all information relating to children with SEND in their room and that the strategies in place are carried out. Resources are sourced in collaboration between the SENCO and Manager and distributed where necessary. Each child with SEND has a key person and a buddy for when the key person is absent. If additional help is needed then our SENCO can be used for enhanced support. Our SENCO will also carry out training with staff and spend time in the room's role modelling strategies and assisting where needed. We would make adjustments where necessary to meet specific needs of the child and any specific equipment would be discussed with parents and other professionals and then the SENCO would do their best to acquire what was needed. Additional support may be sought from the Inclusion partner from Essex County council, who can advise on other resources and strategies. We have regular contact with Speech and Language therapists who offer advice and suggestions too.

**12. How we decide on appropriate support for children with SEND.**

Each term, or more frequently if required, there would be a 'One plan' review meeting between the parents, key person, SENCO and any other relevant professionals. The child's outcomes will be discussed and a decision on the next steps will be made on how best to continue supporting their development. Any new strategies or resources required will be incorporated into the next cycle of 'One planning' for the new term.

**13. How we involve all parents/carers in our setting.**

We recognise that children benefit when the nursery and parents work in partnership. Daily reports are emailed to our parents via our 'nursery genie' system for the under 3's. We encourage all parents to contribute to their child's development learning journey on Tapestry. Our parents are invited termly to attend a parent meeting with their child's key person to discuss how the child is getting on and their developmental progress. We also discuss the next steps for the child for the following term.

We have a parents group called 'Connections' that is aimed at introducing parents to each other whilst attending a coffee morning/afternoon session in the meeting room on a variety of subjects including- speech and language development, behaviour support, the EHCP process, toilet training and emotional development.

We hold parent /family events regularly such as our summer and winter fairs, along with Mother's Day, Father's Day, pumpkin carving, book sharing days and many more. Parents with children who



are receiving support through a 'one plan' have regular review meetings to discuss their progress and plan outcomes, alongside our SENCO, the key person and any other relevant professionals. The nursery has a parents group which all parents are welcome to join. They meet at the nursery termly to discuss what they might like to see implemented throughout the setting. They can also bring up any questions or queries on behalf of any other parents. We have a nursery newsletter that parents can choose to have emailed to them and every room issues a bi-monthly newsletter that relates specifically to the child's current room. Our SENCO also puts together a 'Connections' newsletter updating everyone on what is going on within the nursery regarding SEND or Inclusion. We advertise events that are run by the University that we are invited to join in with, such as the Firework night display.

#### **14. Who to contact for further information.**

Our SEND Co-ordinator (SENCO) is Teresa Warren who is part of the management team and is also our Inclusion Officer. Teresa can be contacted by email [twarren@essex.ac.uk](mailto:twarren@essex.ac.uk)

Our Nursery Managers can be contacted by email [nursery@essex.ac.uk](mailto:nursery@essex.ac.uk)

For further information on the Essex Local Offer please visit [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

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