

Rosemary Nursery School and Children's Centre
Local Offer of support
For children with Special Educational Needs and Disabilities (SEND)

At Rosemary Nursery School and Children's Centre we believe that all children are entitled to provision that reflects their unique characteristics, preferences and enthusiasms. We aim to identify all children's strengths and interests so that we can provide inclusive play and learning opportunities for all. We welcome diversity. We plan learning opportunities to meet each child's individual needs and preferences and to ensure that children with Special Educational Needs or disabilities (SEND) have access to broad and balanced opportunities within the Early Years Foundation Stage curriculum. We ensure that the **SEND Code of Practice: 0 – 25 years**, and the SEN and Disability Act 2001, are implemented in our setting.

NB 'Parent' hereafter refers to parent, carer, foster parent, step parent, grandparent, etc.

How accessible is the setting?

- **Physical accessibility** – we aim to ensure that our inclusive setting is accessible to all, including those with physical disabilities. We have a ramp leading to our main entrance, disabled toilets and changing facilities, and a lift for buggies and wheelchair users.
- **Individual Care Plans and Evacuation Plans** - a member of staff with responsibility for these plans meets with the parent to note additional support needs, or if medical treatment is required.
- **Team around the child** – this approach ensures that all practitioners are aware of a child's additional needs and can respond accordingly.
- **English as an additional language** - translation of relevant documents and interpretation at meetings related to a pupil's SEND is provided wherever possible. Existing staff, or carefully vetted interpreters may provide this.
- **Outings and visits** - our aim is to include all children in all learning opportunities, including those in other locations, such as outings. Where a child has additional needs, their parent is consulted in planning for additional support or modifications to the environment, with a risk assessment completed to help with planning.
- **Planning** – all planning for learning within the prime areas of physical, emotional and communication development, considers accessibility for individual pupils.
- **Access Plan** – we have a detailed plan to outline how we facilitate good communication within the nursery environment, with access to information, the physical environment and the nursery curriculum.

How do you identify if a child needs extra help with their learning?

- **Key person** - Each child has a key person, who plans for his or her individual needs using the Development Matters in the Early Years Foundation Stage (EYFS) guidance. Ongoing observations and monitoring of children's learning and development inform the key person's planning.

- **Individual learning journals** provide parents, child and key person with access to up to date observations of the child's learning. Since September 2015 all of our learning journals are maintained online.
- **Assessments** - Age related expectations, as stated in Development Matters in the Early Years Foundation Stage (EYFS), are used to provide snapshot assessments of children's progress in learning and development three times a year. This process also enables the key person to focus on areas where extra input is needed.
- **Early intervention** - Our Inclusion Leader meets with each key person three times a year to discuss the individual needs of each child in their key group. This enables any concerns to be highlighted early on, for support needs to be addressed and additional intervention to be implemented where necessary.
- **Referral to outside agencies** - One outcome of this discussion may be that the Inclusion Leader makes an observation of the child during the nursery session. Using knowledge of age related expectations the observation supports the decision whether to consult with an outside professional. In making a referral, the team around the child extends, and identification of their learning needs is shared.
- **Parent partnership** - The partnership between parents, key person and Inclusion Leader fosters a shared view of the child's learning. The parents' voice is valued and a sensitive, respectful approach supports them on the journey of identification, understanding and acceptance of their child's individual needs.

Who will be working with my child and what are their roles?

Rosemary Nursery School and Children's Centre Staff

- **Inclusion Leader and Special Educational Needs Co-ordinator (SENCO)** – Lisa D'Orso is responsible for making arrangements for children with SEND, including:
 - Supporting staff in early identification of additional learning needs
 - Observing and working with teachers, practitioners and support staff in planning for individual children with additional needs
 - Organising and managing extra support or specialist resources within the nursery setting
 - Supporting Individual Education Plan (IEP) meetings
 - Making referrals to external health or educational professionals
 - Arranging multi-agency meetings with parents and other professionals
 - Applying for funding where additional support is required.
- **Support staff team** - led by our Inclusion Leader and allocated to individual children or small groups. Their level of input is carefully planned working closely with key people to ensure the child receives a balance of support and challenge.
- **Head Teacher** - Toni Glazzard and **Family Support Leader** - Ian Powell, share responsibility for Safeguarding. Where there are child protection concerns regarding a

child with SEND, our Head Teacher and Inclusion Leader share relevant information in order to ensure the child's safety and learning needs are met, and that a rigorous, consistent approach is in place.

- **Family Support Work** - Our Family Support Team offer a home visit where they provide information about available services to every family of a 0-4 year old who moves into the area or has a new baby. When additional needs are identified, the team works closely with parents to draw on appropriate specialist support
- **School governor with responsibility for SEND** - links with our Inclusion Leader to ensure a shared understanding and an overview of current needs, provision, and next steps for the setting.

Outside agencies/external professionals

- **Speech and Language Therapist (SALT)** – our visiting Speech and Language Therapist, Rachel Dignan, works in a consultative role, advising on strategies for use in the nursery setting, and on making referrals for individual therapy or programmes of support. This includes referral to parent workshops in developing communication with young children. Where an individual referral is made for a child, an NHS speech and language therapist is allocated, to make an initial assessment and then decide on a course of therapy.
- **Consultant/Community Paediatrician** – a specialist in child health and development, the role of paediatrician differs according to the needs of the child, and their involvement follows referral either by parent, GP or other health professional. The nursery setting working closely with health professionals can request that a referral be made, in consultation with parents and following their consent.
- **Educational Psychologist (EP)** - works with staff and parents to advise on specific learning needs and provision required during the period at nursery and on transition to primary school. Their specialist support requires referral by the nursery and parental consent. They mainly become involved when a child is requiring a school with specialist provision, and may contribute to their Education, Health and Care Plan (EHCP).
- **Early Years Inclusion Specialist** – works closely with some of our pupils. Their intervention follows a referral process, and is based on parental consent and identification of additional learning needs. They advise staff on strategies or resources for use in the learning environment and targets for individual education plans (IEP).

All of the above use a 'team around the child' approach, in consultation with parents, the Inclusion Leader, and other members of nursery staff involved in the child's learning. Their role often involves observations of the child's learning at nursery, and multi-agency meetings.

How will I be able to raise any concerns I may have regarding my child's development?

We actively encourage parental involvement in their children's learning, and value parents as their child's first educator. We aim to develop a positive relationship with parents, with an ongoing dialogue which enables parents to feel heard and supported. Throughout their child's time at nursery, there are opportunities for a parent to raise concerns, such as,

- **During a home visit** – this initial meeting allows for staff to introduce themselves and elements of nursery routines, and for the parent to share any concerns or ask questions regarding their child's needs.
- **During induction** – a gradual start to nursery helps the child and parent to develop relationships and feel confident in their new setting. Parents may find they have questions or concerns during this time, which their key person will make time for.
- **During parent conversations** – one to one meetings with a child's key person, take place three times a year, and small group parent meetings alternate terms, also three times a year.
- **Assessments of children's progress** - are made three times a year, and are shared at parent conversation meetings.
- **IEP (individual education plan) meetings** – this process involves both parent and key person, sometimes with the inclusion leader present, sharing observations of the child's needs, strengths, and next steps in their learning. During this meeting, the parent's views are valued and their concerns are noted. If a parent feels a specific skill or need should be included in their child's IEP this is taken in to consideration.

Parents are welcome to ask questions or share concerns on a daily basis if needed. Equally, if their child's key person has any concerns these will be shared with the parent as and when they arise.

What is the setting's approach to supporting different children's needs and how will that help my child?

- At Rosemary Nursery School and Children's Centre, we value all children as individuals.
- Each child has a key person who plans for the child's individual needs, using Development Matters in the EYFS curriculum. Within their planning, a key person differentiates learning opportunities to ensure these are matched to a child's level of understanding, and to allow for extension of skills through open-ended challenges, based on their interests.

- Ongoing assessment informs planning for children’s individual needs and interests, to ensure children make good progress.
- If a key person is concerned about a child’s progress, this is shared with the Inclusion Leader and parent. A plan is made to focus on specific areas of learning, which may be in the form of an IEP (Individual Education Plan).
- Strategies to support particular areas of learning may include one to one or small group activities to develop skills such as eye contact, turn-taking, specific vocabulary.
- Support from outside professionals may be provided following a referral. This may be from any of the following:
 - Speech and Language Therapist
 - Paediatrician
 - Educational Psychologist
 - Early Years Portage and Inclusion Specialist
 - Occupational Therapist
 - Physiotherapist.
- If a child has support from any of the above, we would discuss the development of a Support Plan (Non-Statutory Education, Health and Care Plan) with their parent. The whole team supporting the child would be part of this.

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

- Our setting receives funding for all children, including for those with special educational needs and disabilities (SEND). We plan how to meet children’s individual needs using this base level funding.
- If a child has ‘different from and additional to’ requirements, our Inclusion Leader makes an application for more funding, using the child’s Non-Statutory Support Plan as evidence of their strengths and learning needs, which the parent will have contributed to. The Early Years Special Educational Needs Panel will decide on the allocation of funding using the ‘Bristol Universal Descriptors’ (BUDS).
- Following the early identification of special educational needs in our setting, additional funding has been requested for three children by our Inclusion Leader. The requests have been assessed through the Early Years SEN Panel, funding has been allocated, and will be reviewed within the school year. The total Early Years SEN funding currently in place is £5,957.
- The funding allocated has been used to support the children’s learning and ensure that they make progress in all areas of the early years curriculum. Additional support has been planned and implemented through small language groups, one to one support of individual education plans (IEPs), one to one play therapy, and forest school focus groups. Additional funding for a fourth child with SEND has been requested and is currently being processed.

How will I know if my child is making progress in their learning?

- **Individual learning journals** provide parent, child and key person with access to up to date observations of the child's learning in all areas of the curriculum. Parents are invited to contribute to learning journals. From September 2015 all of our learning journals will be maintained online.
- **Assessments** - Age related expectations, as stated in Development Matters in the Early Years Foundation Stage (EYFS), are used to provide snapshot assessments of children's progress in learning and development three times a year. Ongoing assessments of children's well-being and involvement are made using the 'Leuven Scale', developed by **Professor Faerre Laevers**.

These are shared at one to one parent conversation meetings, where children's progress and next steps for learning are discussed.

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

- **Continuing professional development (CPD)** - All staff are encouraged and supported in CPD and staff skills are audited regularly. The level of training varies according to experience and specialist interest.
- **Communication and language development** – All teachers, practitioners and support staff working directly with children and families are trained to use the 'Hanen' approach. This is a practice based programme of study supported by Speech and Language Therapists, and involves observations of adult-child interactions between practitioners and children. All teachers, practitioners and support staff are trained in the use of Makaton and visual aids.
- **Autism awareness** – All teachers, practitioners and support staff are trained in understanding the needs of and/or supporting children with Autism. The level of training varies according to individual roles and responsibilities.
- **Individual mentor and professional support** – ongoing professional support and regular one to one or group supervision from our Inclusion leader ensures safe, effective practice. A reflective process, this enables the practitioner to recognise challenges and achievements or highlight support needs.
- **Additional staff training** - Where a child with SEND has support needs requiring specific skills, we may access this through outside professionals.

How does the setting manage the administration of medicines and manage personal care?

Administration of medicine

- If a child is taking antibiotics, they are normally expected to stay at home until the course is complete.

- There is no expectation that staff administer prescribed antibiotics to children, although exceptions may be made in response to parents' requests. This requires the consent of either the head teacher or senior member of staff acting on her behalf, and the member of staff concerned.
- Staff may administer other medicines, such as inhalers for asthma, at the parent's request. In such cases, two members of staff, usually including the child's key person, will be identified to do so.
- A record must be kept of the date, time and dosage of each separate incident of administration of medicine, stating who administered it.
- This record must be signed by the parent/carer at the earliest opportunity, usually the same day.
- These records are kept with the child's medicine, in the appropriate first aid box.
- Members of staff have a right to refuse to administer medicines.

Personal Care

Where a child has SEND and requires additional support for their self-care needs, the member of staff allocated to support them is made aware of these, and careful planning ensures that individual provision is made. Nappy changing facilities are provided in both classrooms and we have a toilet with disabled access in the nursery class. Individual Care Plans are made for children with specific medical, physical or personal care needs.

How will my child be prepared to move on to the next stage within the setting or on to school?

- **Home visits** - Prior to starting at nursery, all parents are offered a home visit, where key people and support staff can meet the child in their familiar, home environment.
- **Information** - Parents are given information about the setting and our Children's Centre services, in the form of a booklet and leaflets. These are also made available in Somali, or in any language that the parent requests.
- **Induction** - A gradual induction is planned, to enable a smooth transition to nursery, with initial visits building towards full sessions. This process is tailored to individual needs as far as possible, so that children have a chance to settle in and feel secure in their new environment.
- **Transition** – In order to provide a positive transition, an individual programme is planned for all children moving either from nursery to primary school or to another setting, or from Early Years One (two to three year olds) to Early Years Two (nursery class).
- **Transfer meeting** - When a child has additional needs or SEND, a transfer meeting takes place at nursery, prior to the end of their final term. The SENCO from the new setting, the parent, key person and Inclusion Leader are present, and the child's strengths and needs are discussed, along with plans for transition and for future provision. These may include:

- Visits by the new teacher to nursery
- Provision of a photo book of key features of the new school, to be shared at home and at nursery
- Additional visits to school, with the key person and parent
- Forwarding to the new setting all relevant information regarding support in place for the child (relevant reports from external agencies, IEPs or a provision plan, information regarding funding in place for the child).

If a child may require a specialist setting in their school years, the parent or the setting may decide to request an Education, Health and Care Assessment to develop a plan. An EHC Plan (EHCP) is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that the parent's views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and the parent wants to achieve now and in the future. The EHCP will have long and short-term goals for the child. It will set out what support they need and how they will receive this support.