

The Local Offer Emmy Jayne's Nursery School

Children's wellbeing is at the heart of all we do, and the nursery is committed to the inclusion of all children. We provide a positive and welcoming environment where children are supported according to their individual needs, in order that they can develop to their full potential. We will make reasonable adjustments to our provision in order that all children can make full use of our facilities. The following describes what we can offer to support children and families with Special Educational Needs and/or Disabilities (SEND).

STARTING NURSERY

How we will prepare and support you and your child to join our setting, and move on to their next setting and/or school.

Our inclusive admissions policy is the same for all children. When an application is made for a child to join our nursery, we ask for information relating to their needs, and any support they may require whilst at nursery. An initial Settling-In session is organised where the child and their parents/carers meet the Key Person, and discuss their child's needs in more detail. This can take place at the nursery or in the child's home (or both), depending on parents' wishes. The Key Person will also tell the parents/carers about themselves and give parents their 'Key Person Box' which the family can share at home with their child. We will provide a well informed and suitably trained practitioner to be the Key Person for a child with an identified SEND. They will be able to explain their role to parents and be a regular source for updates on the child's progress and development, and the first point of contact.

All children are given a full settling in period which is planned according to their individual needs. This varies for each child, and there is no set time period. Parents are welcome to stay for these sessions, gradually allowing the child to explore independently when they feel they are ready (please refer the Settling-In Policy). Children are welcome to bring anything special with them to nursery if this will support their transition and help them feel more settled. For children with SEND we may ask parents for photographs of themselves that we can use to support the child if they become distressed whilst at nursery.

If a child is known to have an identified SEND, it is paramount for us to find out as much as possible about anything that may affect their early learning or care needs before they start. In order to do this, there will be an additional consultation between parents/carers, the Key Person, a Nursery Manager and Special Educational Needs Co-ordinator (hereafter referred to as SENCO) to plan for and ensure that the best possible care and education can be delivered. We will develop an action plan to ensure that children or parents with disabilities can participate successfully in the services offered by our Nursery and in the curriculum we deliver.

If other agencies are already involved with the family, we also arrange to meet with them and take advice where necessary on how we can best support the needs of the child in our setting. Their advice would be used to write an initial Individual Learning and Provision Plan (hereafter referred to as ILPP) which would be shared with all practitioners working with the child. Ongoing contact with these agencies would continue throughout the child's time at nursery or until a point where it was no longer required.

We complete a review of how each child has settled-in within the first 6 weeks of their start date, and ask parents to complete a questionnaire around the same time. These reports are used to make adjustments where necessary should any child be struggling to settle in, or if their parents have any concerns.

IDENTIFICATION

What we will do if we/you think your child has a Special Education Need and/or Disability

Children with additional needs will be identified and supported as early as possible, whether this is with a delay in an area/areas of development, a disability, or signs of a child being gifted and talented.

In most cases it is the child's Key Person who will notice if there is a possible cause for concern, as they will spend the most time with the child at nursery. Ongoing observations and termly summative assessments are made for all children, and linked to the Early Years Foundation Stage (EYFS). A 2-Year check is also carried out between the age of 28-32 months. This information, along with parent/carer input from daily handovers and annual parents' evenings, gives an overall picture of the child's interests, abilities, and stage of development, and helps to identify a child's additional needs. If the Key Person does have a concern, they would follow the SEN flowchart. This would initially involve a discussion with their Room Supervisor and the SENCO who may also carry out an observation or series of observations. If these people all have concerns, the Key Person would arrange to meet with the parent/carer privately, and sensitively share their findings, then plan together on how best to support the child. Additional needs can be met through a range of strategies. Sometimes this will be involving an outside agency for specialist advice, equipment or services; signposting parents to an alternative source of support e.g. a speech and language drop-in session; or we may be able to make changes at nursery that will support the child without needing to seek external advice.

Similarly, if a parent/carer has concerns from watching their child at home or seeing how they interact with others, they would be able to raise this informally with the child's Key Person. The Key Person would then gain permission for the child to be observed in the nursery by the SENCO, and the SEN flowchart would be followed in the same way as above, with the Key Person arranging to meet with the parents/carers privately and putting together a plan to best support the child.

For both scenarios, we refer to the EYFS in discussions with parents. We can use this to show and explain how our observations and assessments of the child fit in with the EYFS's chronological expectations. Whilst all children develop at different rates, the EYFS and On Track (our summative assessment tool), are useful for identifying and highlighting gaps and areas where progression may be slower than expected.

Our SENCOs are Sarah Wilkinson and Amy Garnett. Sarah have received SENCO training and attends regular SENCO Network meetings through North Yorkshire County Council's training programme. This ensures she receives training and updates to SEND practise that are relevant to children in the early years age group. Amy and/or Sarah will observe a child if the Key Person has concerns, and they liaise closely with outside professionals (e.g. the Early Years Advisory Teacher or Educational Psychologist) to seek advice in identifying individual needs or conditions where necessary, and planning provision and support for the child. External professionals are only consulted if we have parental permission to do so. The nursery welcomes outside agencies to visit children whilst they are at nursery, and these people work closely with the child's Key Person, sharing information and advice and planning next steps for the child. The SENCOs will always make sure such plans and records are shared with parents, and they are responsible for sourcing additional resources, which could include equipment, alterations to provision, financial support and/or additional staff to work 1:1 with a child. The SENCOs are also responsible for ensuring ILPPs are kept up to date, working closely with the child's Key Person to formulate these documents and review them regularly, including plans/targets taken from outside agency reports where appropriate. On a half termly basis parents will be consulted over the content of a new ILPP and asked to sign if they are happy with the targets set and the provision we intend to make.

At each staff meeting and every Supervision meeting and Appraisal, all staff are asked by the Management Team if they have any concerns over a child's development. If any issues are raised, either at these meetings or at any other time, the SEN flowchart is followed. All practitioners receive training in Inclusion, Diversity, Equal Opportunities, and Special Educational Needs, during their induction, and are required to complete relevant quizzes to assess their knowledge and understanding, and ensure they are competent to implement the policies and procedures written by the nursery.

CARING FOR YOUR CHILD

Whilst your child is in our care we do the following to ensure their ongoing needs are met.

All children at the Nursery will have an equal opportunity to reach their full potential and to participate in all activities. All children will be included and their differences acknowledged and valued. We ensure that the curriculum offered is inclusive of children with SEND. All children's needs change as they develop and grow, and for children with SEND this is no different. In order that we can keep providing the best care possible for these children, we take the following steps:

- Liaise regularly with the child's parents
- Liaise with any professional agencies
- Read reports that have been prepared
- Attend review meetings with the local authority/professionals
- Regularly monitor observations carried out on the child's development to see if we need to make additional provision for learning.

In the process of identifying, assessing and making provision for SEND, we follow the Local Authority approach which consists of two elements:

- a) Early Years Action - a differentiated Curriculum is adopted to meet individual needs and abilities, with additional/different interventions and strategies. With parental consent, an Individual Learning and Provision Plan (ILPP)* is put in place to detail the specific differentiation/support required. Each child's progress and achievements is shared with parents and carers on a regular basis. The ILPP is reviewed at least once every half term. If there are still concerns after at least two reviews in a term, the next stage of the Graduated Approach will come into effect-Early Years Action Plus.
- b) Early Years Action Plus - parents, nursery practitioners and the SENCO will liaise with relevant professionals and specialists outside the Nursery to meet a child's specific needs. Additional or different strategies to those provided for the child through Early Years Action will be put into place. A new ILPP will be devised and is reviewed at least once every half term. If after the two reviews at the Early Years Action Plus stage, there are still concerns regarding the child's progress, then the parents/carers of the child, the Nursery or an outside agency may request that the Local Education Authority carries out a Statutory Assessment, which may lead to a Statement of Educational Need.

The Key Person will be the first point of contact for parents and will communicate with parents at every session the child attends. They will relay information on the child's current interests, activities they have taken part in, and any progress made. They will also make suggestions on how parents can help at home to support their child's development. All this information can be documented in a home-nursery book if parents feel this will help. The Key Person will attend review meetings with outside agencies, and will attend CAF meetings if parents request this.

The targets from a child's ILPP are overseen and monitored by their Key Person. If for any reason the Key Person is absent during a child's session (e.g. if they are on holiday), their secondary Key Person or the Room Supervisor would take over this role to ensure consistency of approach, and follow the child's ILPP.

Our physical environment includes unisex toilet facilities suitable for disabled people, and ramps, doors and gates are wide enough for easy access for wheel chairs. At all times, we respect the privacy of all our children especially where intimate care is provided. The nursery environment reflects our inclusive approach and is accessible for all children. Adjustments are made for individuals according to their needs as and when necessary. This could include, for example changing the layout of a room, or removing objects that might pose a hazard to a child with SEND.

It is necessary for some SEND children to have an individual Risk Assessment that relates to their needs, and may be for their own and/or others' safety. The risk assessment is written by either Amy Garnett (SENCO) or Emma Carr (Health and Safety Officer) depending upon which area it is more relevant to, and in conjunction with the Key Person and information from parents. All risk assessments are read by all members of the staff team (not just those working regularly with the child). This is

necessary as our staff sometimes work in different areas of the nursery and it is vital that all individuals with risk assessments are identified and known to all staff.

Parents and carers are welcome in the nursery at any time to join a play session, come and read a story to the children, share their skills with us, or simply observe. For children with additional needs it can be helpful for parents to see how they cope in a different environment, and is a good opportunity to share information with the Key Person and build on this important relationship. We also send out regular newsletters and mailshots to keep parents/carers informed of events at nursery, and share information that may be useful to them, relating to the EYFS etc.

An ILPP is written for all children whose home language is not English, and all practitioners are responsible for ensuring they have full access to the curriculum. Our primary aim is that the child can learn both their home language and English in the best possible way. Parents are the best educators of the home language, so whilst we do not try to speak the child's home language to them (unless asked to by their parents), we support the maintenance and development of this by providing opportunities for them to see and use their home language at nursery, often alongside visual cues to support their understanding e.g. a timeline so we can show them what will happen after snack time etc. In line with advice from local EAL Advisory Teachers, practitioners use English to communicate with the child at nursery, as this is the best way they will learn English, and will support them in preparing for school. (please refer the EAL Policy for further details)

External advice is sought if it is felt there is a concern about an aspect of the child's development, which is difficult to assess due to practitioners not being familiar with the home language. This is particularly likely to be the case if the child does not speak any English, and therefore accurate assessments of their abilities may be difficult to form. This support may involve a bilingual teacher or interpreter visiting the child at nursery to work with them and the Key Person, and plan for how best to support the child in both their language development and/or any other areas of concern.

TRANSITION FROM NURSERY

What we will do to ensure your child continues to receive care and education that will support their learning and development once they leave us:

During the term prior to your child leaving for school, or to join another setting, we invite their SENCO, new Key Person/teacher and the headteacher or Manager into our nursery to meet and observe your child, look through their Learning Journey, and talk with their Key Person about their strengths and needs. We may also share ILPPs and Review Meeting minutes at this stage if necessary. We will arrange further visits to nursery if it is felt this will help. We will also arrange for the child's current Key Person to visit the new setting with the child and support them to explore the environment and become familiar with their new peers and teacher. This can take place with or without parents being present, as long as they have consented to the Key Person's visit.

We provide a photo book of new settings so that children can look at pictures of their new environment and teacher(s), and we ensure children get the opportunity to look at this regularly, taking it home to share with parents if this helps.

When a child leaves for their new setting we ensure that all information is passed on so that provision can be made for them. This includes all past and present ILPPs; minutes from Reviews; Action Plans from external agencies; details of adaptations that may need to be made; the child's On Track Documentation and their Learning Journey. We are happy for parents and the school to contact us even after the child has left our nursery, if there is anything they feel we can support them with.

Our SEN Policy and Inclusion and Equality Policy are updated annually by Amy Garnett, and our practice and provision is monitored and reviewed regularly. Where necessary, adjustments are made to ensure all children in our care are catered for. Our staff photograph board and the parent notice board in the foyer details staff areas of responsibility, should parents wish to speak with individuals. This includes names of the Inclusion Officer, Behaviour Management Officer, Health and Safety Officer, SENCO, and nursery Management Team. We also display leaflets in the foyer for the Families Information Service, Children's Centre and Parent Support Advisor, Children's Social Care, and local Speech and Language Drop-in Sessions. Our Complaints Policy explains how to make a complaint or

contact Ofsted if parents are unhappy with any aspect of our nursery provision, and this can be found in the nursery foyer. We are happy to signpost parents to various sources of information and support, all they need to do is ask!

Please contact us at the nursery if you would like any more information on how we can support children with SEND, or feel free to call in at any time.