

Knowle Nursery School

Local Offer



1) How does Knowle Nursery School know if children need extra help and what should I do if I think my child may have special educational needs (SEND)?

Knowle Nursery School are committed to ensuring children with special educational needs can thrive in the setting and meet their full potential. We have three Special Educational Needs Coordinators (SENCO) who regularly attend Surrey training workshops. They work closely with the Key Person in order to help identify children with additional needs in line with the current national SEN Code of Practice. We have a number of measures in place to ensure we can accurately assist with identifying these extra needs.

There are three main ways which start our SEN process

1 - Parental Concerns - parents might raise concerns during early visits prior to starting, during transition meetings with the child's key person, the All About Me form or upon entry to the setting. Another professional may have originally highlighted these concerns e.g. health visitor, GP, paediatrician. Parents are invited to share the child's Red Book.

2 - Two Year Check - the check is written in conjunction with the key person and parents and it might highlight areas of concern.

3 - Setting Concerns - if staff have any developmental concerns about a child they will raise these with the parents.

PARENTS IN PARTNERSHIP – we promote a positive parental relationship ethos where discussions and meetings are frequent so parents can have the opportunity to raise issues. Our team are here to support and assist parents where necessary. Parents can raise a concern with the key person or other member of the team at any point in person, by phone or in writing.

OBSERVATIONS – these are where we look, listen and note each child so that we can start to build up a picture of their behaviour and interests. These are taken by the key person and other members of staff with reference to the EYFS *Development Matters*. With our online learning journals we encourage parents to make observations of their children at home.

2 YEAR CHECK – is a summative assessment that is a short written summary of a child's development in three prime learning and development areas – personal, social and emotional, physical and communication and language. The summary is written by the key person. The purpose of the summary is to enable earlier identification of development needs so that additional support can be put in place. This will also be completed with input from the parent/s.

PROFESSIONALS – should your child come to the setting with a diagnosis then we would communicate with other professionals already involved in your child's care.

INDIVIDUAL SUPPORT PLANS - Every child is unique and we therefore understand the importance of writing a plan that is centred around the child. The plan will include information about the child's likes and dislikes, medical history/current medical concerns and communication preferences. It will set out short and long term goals both big and small.

However, if concerns develop once a child is in the setting then, **with parental permissions**, we would contact other professionals who can offer support and help.

2) How will Knowle Nursery School staff support my child?

Knowle Nursery School's team of staff will support children primarily through the involvement of the key person with support from our SENCOs and by liaising closely with parents, explaining clearly how a child will be supported and sharing observations and feedback from monitoring.

Individual support can be provided, this is the best means of supporting a child and advice is available from the Surrey Early Years and Childcare Service (EYCS) team. Alongside this support grants can be accessed after evidence has been gathered.

Where appropriate we gain permission from parents to seek advice from Surrey's Early Years and Childcare Service and from outside agencies/other professionals. (e.g. Educational Psychologist, Health Visitor, Speech and Language Team). We then use the tools outlined in question one.

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

As an early years provider we are legally required to follow the Early Years Foundation Stage. This framework requires us to consider every child as a unique child. This means that our approach to differentiation is positive and obstacles are removed so learning can be extended and all children can reach their full potential.

There are four stages of action:-

1 – Assess – Building evidence through Observations (Tapestry), Speech and Language Audit, Anne Locke.

2 – Plan – Individual Support Plan (ISP) outlining desired outcomes for the child.

3 – Do – put the plan into practice on the planning, inform staff team and encourage parents to implement at home as well if appropriate.

4 – Review - 6-8 weeks or sooner if outcomes are met, always agreed with parents.
(Code of Practice for SEND Early Years section, 2014)

Where appropriate, children's learning is supported by an Individual Support Plan (ISP). This is prepared by the key person and SENCO in consultation with parents. Together they agree a small number of desired outcomes which will support a child's needs and help them to progress. They also aid in monitoring the success of strategies. ISPs can also provide evidence of a child's progress for other involved professionals and can support requests and claims for extra funding where this is appropriate in order to increase support.

In some cases reasonable physical adjustments to the premises may be made. At Knowle Nursery School we are committed to an inclusive approach to our support for children with additional needs.

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

We ensure parents and staff are aware of how a child is progressing and learning is supported in the following ways:- We promote an open door policy where parents can meet with team members and the key person regularly.

Alongside the ISP outcomes, Tapestry and 2 year progress check, ISP targets are share with parents along with sharing planning and how a child's specific needs are incorporated in target group work. If we feel it would be helpful, a home diary can be provided which will give parents an opportunity to see a day to day picture of what their child has been doing and we will encourage parents to also fill it in. We also use a tool called the behaviour grid which can give an insight into triggers and patterns of behaviour.

When required we would contact our advisor at Surrey Early Years and ask advice on additional services available to support parents with training and learning.

Surrey County Council have a number of useful links on the website:-

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

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

The well-being of every child in the setting is paramount and we promote independence with easily accessible toilets and wash basins. Permission is sought from parents up registration with regards to nappy changing and toilet training. Staff sign forms to record nappy changing and assistance with toilet routines. Staff are also trained with manual handling so they can assist where required.

Behaviour management is aimed to provide a clear set of boundaries and intervention techniques to ensure children can develop and flourish.

There are formal procedures for administering medicines where staff must be witnessed and sign forms to ensure records are kept accurately and they are shared daily with parents.

We are also very aware of children's views being heard so there is continuous dialogue between team members and children. Children are encouraged to show and tell, activities are extended and developed. We aim for a balance between child-initiated and adult-led activities and there are opportunities for the voice of the child to be heard in group sessions where children share what they have enjoyed that day.

6) What specialist services and expertise are available at or accessed by Knowle Nursery School?

The setting accesses specialist services and expertise through contact with the early years advisor at Surrey County Council and the three trained SENCOs are aware of the agencies that need to be approached depending on the child's needs. Permissions from parents will always be sought with the involvement of an external agency.

With the team's experience in accessing different agencies, meetings can be set up and the team are always willing to support parents at meetings.

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

The team at Knowle Nursery School have a wide range of training to support children with SEND. The three named SENCOs have up-to-date Surrey training in the Code of Practice and also regularly attend forums which include information on speech and language, foetal alcohol spectrum disorder, sensory integration etc. Several of the team have attended Surrey's training on Autistic Spectrum Disorders and the nursery has experience of supporting children with ASD.

As a setting we have participated in the Surrey Early Language Programme alongside attending a specific Speech and Language 10 week course. Two members of staff are Makaton trained which uses signs and symbols (alongside the spoken word) to help with communication.

The team share training and we also hold internal training days to evaluate and assess areas for development. The other channel of training comes from external professionals. For example, where there is a circumstance of a child needing medication administering in a specific way, then training would be organised from a health care professional to demonstrate appropriate techniques.

8) How will my child be included in activities outside the classroom including school trips?

We strongly encourage outdoor activities and play every day in the setting and we also organise external trips. We ensure all children are included by undertaking risk assessments daily and for specific trips so we can assess and review the facilities available to ensure they are suitable and inclusive.. Where necessary we would discuss the external trips with parents and invite them to attend or seek an extra member of staff.

When activities are set up outside at the setting, a named member of staff would be allocated to shadow activities and these activities would be adapted to be inclusive to meet all children's needs.

9) How accessible is Knowle Nursery School environment?

The accessibility at the setting is set up for partial wheelchair access, however, staff would adapt their training in manual handling to meet the child's needs. There is no wheelchair access in the toilet and changing area.

English as an additional language is supported and translations would be made as required. There is a selection of words around the setting in different languages so parents can identify with their home language and children feel familiar.

Race and Ethnic Minority Achievement (REMA) - they are a specialist team at Surrey CC who support the setting.

We attend training on the Quality Act 2010 and apply for inclusion grants to gain funding for one to one support or additional resources.

Visual supports of timetables and routines would be adapted in cases of auditory and visual impairment.

10) How will Knowle Nursery School prepare and support my child to join the setting, transfer to a new setting/school or the next stage of education and life?

Before your child starts we recommend pre-visits to help build up a sense of familiarity and if necessary more than one visit can be set up.

As your child starts at the setting we ask parents to fill out *All About Me* and *All About My Child* forms which allows parents to share information about routines, likes and dislikes. This information assists staff in preparing activities focussed around a child's likes to help them settle and feel comfortable. Parents are encouraged to share the child's Red Book. An Integrated Two Year Check is also carried out by the key person within the first few weeks of the child starting at the setting.

We also encourage parents to complete photo albums with pictures of family, friends, pets and images of the home and holidays. This is a secure reference point for children who don't immediately settle and it has proven a great success.

We also require registrations forms and permission forms to be completed. Alongside this the key person meetings are set up in the first few weeks of your child starting at the settling. These are face to face, one to one meetings that are undertaken in private between the parent/carer and key person. There is then another meeting set up half way through the year for all children.

Should a child come from another setting then we ask for transition forms from the setting or childminder. If the child has already been diagnosed with SEND then the team around the family (TAF) would be welcomed into the setting. Part of the team is sometimes a specialist, health visitor or doctor.

There is also internal transition from the younger age group, Hedgehogs, to the older age group, Badgers. At this point there are meetings between the team to allocate children to a new key person and information is shared so a full picture can be built up. Then the parents are introduced to their new key person the term before their child moves to the Badger group.

The online learning journals also have a comprehensive analysis tool to show where a child is in their development and in line with their age.

When a child is due to start school, visits are set up with the schools. Jumpers of all the schools that we feed into are available the term before the Badger children start school, so they can become familiar with their new uniform. Meetings are set up with the schools and settings to share information about the children and in particularly SEND

information would be discussed with the new school to ensure a smoother transition. Parents would be involved in all areas of transition where necessary.

11) How are Knowle Nursery School's resources allocated and matched to children's special educational needs?

Due to the size of the setting the resources allocated to Special Education Needs is a small budget that is set aside for adapting resources, however, the setting would seek funding in the form of Discretionary Funding or an Inclusion Grant. We currently have in place for the SENCO to have 2 hours a week designated to one to one time with children with SEND.

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

The decision making process to determine the type and volume of support given to a child will be finally decided by Surrey County Council's advisors. This is after evidence has been built up and feedback has been given.

The initial steps would involve a consultation with the parents and the setting. Then other professionals would be involved depending on the assessment required and needs of the child. Once the evidence is gather it would be submitted to the funding team at Surrey where they would make the final decision. An Education Health Care Plan (formerly known as a Statement of Special Educational Need) might be drawn up in exceptional circumstances.

13) How are parents involved in the setting? How can I be involved?

We strongly encourage communications with parents and value their opinions in helping us improve our services. We sent out questionnaires twice a year and share these results. We then evaluate and review how we can improve our services and approaches.

We send out children's learning journals regularly throughout the year and this keeps parents up-to-date with what their children have been learning about at the setting and what activities they are particularly interested in. We intend for parents to use this information to help extend their child's learning and there is a function for parents to reply so that communications are built up between parents and key person. We would then arrange meetings and put into place

an ISP to encourage a consistent approach between a child's learning in the setting and at home. This would normally happen every 6-8 weeks, however, the team are always approachable and parents can continue dialogue on a daily basis should they feel it necessary. Parents are invited to share skills and knowledge.

Stage 1 - Individual Support Plan

Stage 2 - SEND Support Arrangements

Stage 3 - An Education Health Care Plan

14) Who can I contact for further information?

Should you require further information about special educational needs then there are a number of people that can help. The starting point within the setting would be the management, so they can help identify if they have appropriate resources for your child before they start. If it is decided that the setting is suitable, the key person, SENCOs and the general team will be available to support and give further information as between them they have a wealth of experience.

The team do also have working relationships with external agencies such as health visitors, speech and language advisors, local authority advisors at Surrey county Council and are very willing to form relationships with the child's key worker should they already have one.

There is a wealth of information on Surrey County Council's website:-

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send>