

## Special Educational Needs and Disabilities Local Offer

### Introduction

Madeley Nursery provides a broad and balanced curriculum for all pupils that promote creativity, independence and many outdoor learning opportunities. We aim to ensure that all children will have the opportunities to achieve their potential.

At Madeley we have a team of staff with responsibilities to identify, support and monitor the inclusion needs of all children in nursery. The team consists of the SENCO- Helen Torr (Deputy Head) Trina Brophy SENCO Assistant (morning sessions) and Kay Roberts SENCO Assistant (afternoon sessions).

Inclusion meetings are held regularly to review, assess and monitor the needs of all children and to consider who and how to support emerging needs. Staff make on-going observational assessments of all children in our care. These are linked to the national ages and stages of development matters, which can help identify the individual needs of children. Observations of children with additional needs will be discussed with nursery SENCO (Helen Torr).

There is a named governor with responsibility to monitor and challenge the nursery to provide high quality education for children with special educational needs and disabilities ensuring that they make good progress and reach their full potential.

| Page number | Contents   |
|-------------|--|
| 2           | Governors Role   |
| 2           | SEN POLICY   |
| 2           | Early Identification of Special Educational Needs and Disabilities   |
| 2           | How will Madeley nursery staff support my child?   |
| 3           | How will the nursery prepare and support my child?-<br><i>Joining the nursery</i><br><i>Transition to school or next setting</i> |
| 4           | Who can I contact for further information?   |
| 4           | What are the responsibilities of the nursery in enabling and supporting inclusive practice?                                      |
| 5           | How will I know how my child is developing?  |
| 5           | What support will there be for my child's physical and emotional wellbeing?  |
| 6           | What specialist services and expertise are available at or accessed by the nursery?  |
| 6           | How will you help me to support my child's learning?   |
| 7           | How will I be involved in discussions about and planning for my child's education?   |
| 7           | How will the learning and development provision be matched to my child's needs?  |
| 8           | How accessible is the nursery environment?   |
| 8           | How is the decision made about how much support my child will receive?   |
| 8           | Contact information  |

## Governors Role

### The Governor who is responsible for children with Special Educational Needs and Disabilities:

- Ensures that the nursery has an up to date SEN Policy
- Ensures that the nursery has appropriate provision and has made necessary adaptations to meet the needs of all children in the nursery
- Ensures that the necessary support is made for any child who attends the school who has SEN
- Has a meeting termly with the school SENCO and head teacher to discuss any issues concerning SEN.

### [SEN POLICY \(Click to View\)](#)

### Early Identification of Special Educational Needs and Disabilities

We operate a key persons system for each child at Madeley nursery. The key person's role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information and early action to address individual needs. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Helen Torr (Deputy Head) trained SENCO can offer advice and support to the key person and other educators. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary such as support and advice from Samantha Evans, Early Intervention qualified teacher for the local authority.

Reports from health care professionals such as health visitors or Speech and Language therapists identify children's individual needs and strategies of support. The nursery welcomes and encourages parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

### How will Madeley nursery staff support my child?

We offer home visits to all new families and this can provide an opportunity to discuss any aspect of the child's development. On induction to the nursery if a child has identified Special Educational Needs or Disabilities the SENCO, key person and parents share information about the strengths and needs of the child.

2 Abbreviations: SEN – Special educational needs; SEND – Special educational needs and disabilities; SENCO – Special educational needs coordinator; ILPP – Individual learning provision plans; SALT – Speech and language therapist; EYFS – Early Years Foundation Stage

Parents have the opportunity to accompany their child on one or more visits to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work in partnership with parents and support the child together.

Observations, assessments, evaluations all contribute to Individual Learning Provision Plans (ILPPs). We listen to parents as well as to children. The SENCO will explain how children's individual needs can be met by planning support using an ILPP and the advice from any other professionals who are involved. She will also explain who may become involved in a child's development; she will seek parent permission to get this specialist involvement. The key person and SENCO assistant will work with the SENCO to oversee the ILPP targets. ILPPs will be reviewed with parents.

The key person's role will foster relationships with and understand the individual children. The SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant, appropriate and seek support when needed.

### **How will the nursery prepare and support my child to join the nursery, transfer to a new nursery or the next stage of education and life?**

#### ***Joining the Setting***

Each child is assigned a key person. The key person will have had an opportunity to meet the family during a home visit or during a nursery session. The key person will form a relationship of trust and support with the parent and the child during these sessions and will complete forms with questions which will help the educators identify the children's needs, interests and to discuss if any agencies are already involved.

If required, staff will attend training related to a child's needs prior to them starting. With parent's permission we will gather information, reports from other professionals that will help the child's transition into the nursery. Information is shared as required amongst other staff at nursery to ensure appropriate planning is in place. Parents and key person should agree a consistent approach to ensure continuity of care from home to nursery.

#### ***Transition to school or next nursery.***

If a child is transitioning to school or moving on to a new nursery, the child's key person and SENCO are invited to observe the child and discuss the child's strengths and needs.

The Key person and SENCO can attend meetings and share targets on ILPP and minutes of review meetings, parents are always invited to these meetings.

When a child is transitioning, their views and feelings can be shared through photographs and other documentation reflecting what they have done, achieved and enjoyed.

Progress records, ILPPs, assessments and other relevant documents are passed on to the receiving nursery. Photo books can be created of the new nursery, school that the child can share with parents / key person on a regular basis before the move. Some children have support from a specialist support worker during the visits to their new nursery or school.

### **Who can I contact for further information?**

The first point of contact within the nursery is your child's key person. Parents can identify the SENCO from the photograph on the parent's notice board situated in the coat area. The nursery SENCO will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff and Speech and Language Therapist (SALT). The SENCO can also access support for parents from the Area SENCO and the Early Years Consultant with parental permission.

### **What are the responsibilities of the nursery in enabling and supporting inclusive practice?**

The head and deputy head teachers work alongside the Governors

- To aspire for all children to achieve their full potential, and make rapid progress in their learning and development.
- To create inclusive policies, ensuring policy is reflected in school practice and is up to date.
- To ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date.
- To ensure that the open and friendly atmosphere creates an ethos that respects and welcomes everyone.
- To ensure that the environment is inclusive with resources which reflect diversity positively.

- To manage finances and ensure that delegated budget and inclusion funding is used to promote inclusion and maximise children's achievement.

### **How will I know how my child is developing?**

We continually engage parents in discussion about their child. We have an assessment system for all children including observational assessments which are used to complete individual progress and development records each term. Each method of observation and assessment is linked to the Early Years Foundation Stage ages and stages of development. Each child also has a learning progress and development record file which is accessible to parents on request.

The staff also attend 'Unique Child' meetings twice a week. During these meetings the team will share their observations of individual children with the child's key person.

On a termly basis we hold a parents meeting which allows parents/ carers to come and talk with their child's key person. The SENCO is also available to talk to if required.

The nursery has an 'open door' policy and encourages staff to develop strong professional relationships with parents/carers at drop off and pick-ups as they are key to building partnerships that help children's development to progress. Telephone calls can be used to communicate with parents during the day if a parent is unable to come to nursery.

### **What support will there be for my child's physical and emotional wellbeing?**

The staff approach is inclusive, positive and welcoming to all. On entry to the nursery we inform parents of our admissions policy, Safeguarding policy, SEN code of practice which can be accessed online or given as a hard copy.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with child and family and they provide personal care respectfully to all children. The staff are trained to administer medicine.

During the daily routine visual time tables are used to support children in understanding routine. As children progress they are supported to manage their own personal care and

manage risks for themselves; a range of resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. The Area SENCo will support the SENCo and key person.

### **What specialist services and expertise are available at or accessed by the setting?**

All staff have accessed child development training and professional development in special needs and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs these would be through the health care service and include:

Child development centre, physiotherapist, occupational therapist, speech and language therapist.

The nursery has good links with the local children centre and staff sign post parents to universal services or complete Common Assessment Forms (CAF) to access more specialist support.

Within nursery the trained SENCO attends network meetings to keep her knowledge up to date. She liaises with the local authority Early Intervention qualified teacher who, with parent's permission, is available to support the nursery. If the child's needs are identified as a specific need then the team from the local authority or relevant health department with the expertise in this area will take up the support for the child and the nursery in meeting the child's needs, for example the physical sensory medical team.

Individual support from a specialist support worker is sometimes required. The level of support is based upon assessed needs of individual children and is carefully directed and monitored by the SENCO to ensure that it meets the child's inclusion and learning needs.

### **How will you help me to support my child's learning?**

Within the nursery there are systems to enable communication with parents, for example; Celebration books, parent workshops, parents meetings, daily conversations with the parents when they collect / bring their child to nursery, website and newsletters. We discuss the best way to communicate with each family to ensure it meets the family's needs including some interpretation and translation opportunities. We invite parents to share their knowledge with the staff through objects/ books etc. brought in from home, through children's Celebration books and on-going daily sharing.

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Records of achievement and planned next steps in learning are shared with parents at their request and at termly parent's meetings. The nursery SENCO and key person will discuss with you how to support your child's needs outside the nursery and the strategies used within the setting. This will occur at parent's meetings and or ILPP reviews. The nursery will follow specialist advice from other professionals.

### **How will I be involved in discussions about and planning for my child's education?**

Parents are involved from the initial visits at nursery when they register their child at the setting. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information with staff from the beginning and on an on-going basis about the individual needs of their child and any agencies involved with the child/family. Parent's knowledge of their child is important and partnership working is sought at every point including the development and review of Individual Learning Provision Plans (ILPPs).

### **How will the learning and development provision be matched to my child's needs?**

Communication is key between parents and staff to support the child's care and wellbeing.

The key person will regularly liaise with the parents. During the initial meetings between parents and the key person the parents will be asked to fill in all about me form and family trees. If the children are older parents can discuss the questions or encourage them to draw pictures.

An on-going observational assessment is used to establish a starting point. The key person will observe the child in the first few weeks of them settling into nursery and complete a summary sheet based on their observations. These will be clearly marked as starting points as these summary sheets are used at several points during the child's learning journey. The summary sheets are linked to the EYFS ages and stages of development. Activities, experiences, routine resources and provision are planned for the individual.

### **How accessible is the nursery environment?**

Signs, poster and pictures with notes are used around the nursery. Accessible building and toilet/changing facilities are available. Limitation of the building can be explained. All policies and procedures are current and reviewed regularly. We seek advice and support from the area SENCO.

### **How is the decision made about how much support my child will receive?**

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO, head teacher and Governors. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the nursery and other professionals involved with the child/family will support the decision making process. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the nursery. The ILPP will be written with parents and will include how parents can support their child at home. Staff meetings within the nursery will ensure all staff working with the child knows the child's need and how to support them.

### **Contact information**

If your child has a Special Educational Need, disabilities or pastoral needs and you would like to know more about how we could support them please contact us on 01952 388210 or email to [madeleynursery@taw.org.uk](mailto:madeleynursery@taw.org.uk)