

# The Oaks Nursery

## Local Offer

### Special Needs Support

#### **How does the setting identify children with additional needs or SEND?**

On admission we ask you to complete our Entry Record which gives us a chance to get to know your child and their particular strengths or areas where they may need extra support. We use our yellow books to ask about your child and their interests at home. We also have a settling in session where your child comes in to play and meet the staff and other children.

The completion of the Two Year Progress Check is a statutory assessment and this may be a time when any delay in development is highlighted and can be discussed and next steps agreed.

Where appropriate and with your agreement if a development delay has been highlighted a Targeted Plan would be put in place for your child.

Our Special Education Needs Co-ordinator (SENCO) is Becky Tyler. Becky will ensure that;

- she attends relevant training to keep her knowledge up to date
- your child's keyperson is supported to work with your child and review their progress regularly
- observations and relevant paperwork is completed and kept up to date
- she liaises regularly with the local Equality and Inclusion Advisor
- referrals are made to appropriate professionals with your consent

The SENCO will also attend the Local Inclusion Forum Team Meetings to gain advice and make referrals to the Specialist Teaching and Learning Service (STLS)

#### **How will I be informed / consulted about the ways in which my child is being supported?**

The keyperson approach is an integral part of the Early Years Foundation Stage and of our practice at The Oaks Nursery.

Your child's keyperson will be involved right from the start so that a strong and positive relationship is built with you and your child. We will involve and support you through;

- daily informal contact at drop off and pick up
- opportunities for meetings at your request or at the request of your keyperson throughout the year
- Detailed Progress Records which include photos and observations of how your child is developing
- Meetings once each term to review your child's Targeted Plan or Personalised Plan

## **How will the setting adapt the Early Years Foundation Stage curriculum for my child's needs?**

The Early Years Foundation Stage is an educational framework which allows key persons to plan for your 'Unique Child'. We observe, assess and plan for your child using the Milestone Assessment Toolkit. We also make use of the Portage Checklist for children with complex needs.

## **What teaching strategies does the setting use for children with additional needs or learning difficulties?**

Effective teaching and learning requires a wide range of resources appropriate to support children's development at all levels. Our SENCO will work with key persons to ensure specialist equipment is obtained where necessary. Where children are receiving support from outside agencies, it may be possible to claim extra funding to buy additional resources, staff training or support additional cover.

We use the Best Practice Guidance document to support our universal and targeted practice. Visual support is used throughout the setting and Makaton signing is being introduced.

Our environment is planned to support all children and we ensure that resources and activities can be accessed by everyone.

## **What additional support does the setting provide for children with additional needs or SEND?**

We use a graduated approach to support children with SEND.

If your child is not progressing with a Targeted Plan the SENCO or your child's keyperson will discuss with you the option of seeking additional support through outside agencies. Your child will be moved to a Personalised Plan and if required, with your consent, a referral would be made to the Specialist Teaching and Learning Service.

If the referral is accepted a Specialist Teacher would visit your child in the setting to provide additional guidance and may suggest further referrals to other services. The specialist teacher would support your child's transition to school. At all stages you would be kept informed of progress and will be involved in any transition meetings.

All staff at The Oaks Nursery are regularly encouraged to complete training.

Where a child requires specialist health care a Care Plan will be agreed and put in place and any necessary training arranged for staff.

## **How will the setting monitor my child's progress and how will I be involved in this?**

An effective key person approach is essential for all children and this is especially important for children who have special or additional educational needs. Your child's keyperson will work with you and your child in the development of your child. We will meet regularly to review your child's progress and discuss next steps.

When your child joins we will assess their level of development as a starting point. We will then do a summative assessment of your child's level of development and progress 3 times a year. If your child joins before their 3rd birthday we will also complete the Progress Check at Age 2. If this check

highlights a delay we will discuss this with you and can work with the Health Visiting team to support your child.

We pride ourselves in our partnership with parents and believe that the closer we work together and share information the more beneficial it will be for your child.

### **How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?**

A commitment to inclusive practice that enables all children to be included is at the heart of everything we do. We ensure that planned activities including walks in local surroundings and access to all resources are suitable or adapted to meet your child's needs.

### **How accessible is the building for children with mobility difficulties / wheelchair users?**

We are situated in our own purpose built building on the grounds of Hildenborough School. The building can be accessed easily by wheelchair from either entrance. The outdoor area is accessible to children using wheelchairs or walking frames

The main room is one large room and reasonable adjustments can be made to allow full access for children, parents and staff. Children's toilets are accessible to all and changing facilities can be provided in the main office which is accessible to all.

Accessible parking in the car park of Hildenborough School allows for vehicles to park with easy access to the school grounds and building.

### **How will you support my child's transition to a new setting or school?**

With your permission all information will be given to your child's new school or setting.

We will provide a transition report detailing developmental levels plus, if appropriate;

- a copy of Progress Check age 2
- Targeted Plans
- Personalised Plans
- Records of visit from Specialist Teacher
- Speech and Language Reports
- Paediatric Reports
- OT and Physio Reports

If we believe it to be beneficial we will also arrange a meeting with your child's new school to discuss how best to support your child.

### **How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?**

Parents and carers are invited to take part in evaluation of all of aspects of provision at The Oaks during the course of the academic year.

The Oaks Nursery operates an open door policy and parents and carers are welcome to come in at any time.

The setting regularly reviews its practice during staff meetings, collaboration meetings, discussions with other settings at LIFT meetings and early year's surgeries, through training courses and also during annual reviews of policies and procedures.

### **Who should I contact if I am considering registering for a place at the setting?**

Please contact the setting via telephone or e mail to arrange a visit. If your child has an additional need we will offer any of the following additional support;

- care plans and / or risk assessment to be completed with the SENCO, Key Person
- A home visit with your Portage Practitioner
- Additional settling in sessions
- a settling in period to suit your child
- specialist resources and equipment to support your child
- If your family is in receipt of DLA a Disability Access Fund application will made to support your child. The DAF aids access to early years places by, for example, supporting providers in making reasonable adjustments to their provision.
- Involvement in TAC (Team Around the Child) meetings prior to your child starting.

### **What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?**

We support all children through the Graduated Approach.

All nursery policies and procedures are available for parents to read and review. If you would like a translated version we will endeavour to provide one.

The nursery has an 'open door' policy for suggestions and welcomes constructive feedback.

Formal complaints can be made in line with the setting's complaints policy.

The Oaks Nursery prides itself on having welcomed and supported children with a wide range of additional and complex needs. We appreciate the importance of working closely with parents and other professionals to realise and achieve the best support and outcome for your child.