



## Our Local Offer

Halstead Nursery welcomes all children. We work closely with our families, healthcare professionals or other outside agencies to meet the needs of the children in our care. We understand that parents' views are paramount. They are respected and a part of everything we do for their children. *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her* (SEND Code of Practice, 2014). To ensure we meet their needs, we:

### (1) Effectively identify children's additional or SEND needs in the following ways

- If appropriate, we collect information from parents/carers and any other settings and outside agencies before a child starts the nursery.
- Children and their parents visit the nursery for a taster session before they start and arrange a home visit if parents think this would be helpful. Informal discussions and observations are carried out and any additional needs the child may have are identified and plans for support are devised.
- If any outside agencies are involved with a child they are contacted with parental permission.
- Once a child starts the nursery, developmental observations are carried out by a child's key person and our Special Educational Needs Coordinator (SENCO) following the Early Years Foundation Stage guidance in all seven areas. These may include written observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- We use an online learning journal programme, Tapestry to capture children's experiences as well as monitor development and learning and identify stages of development, next steps and assessment data.
- We complete Progress checks when children are two, prepare targeted or personalised plans if required, prepare termly and transition reports for all children in our care.

### (2) Inform and involve parent's/carers about the ways in which their child is being monitored and supported by ensuring

- continual consultation with all parents to find out what works best for them through on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Children's Tapestry Learning journals are regularly updated so parents are able to see special moments and view their child's progress.
- We have an Open Door policy where parents and staff are able share information informally on a daily basis.
- We hold parent consultations 3 times per year where we share children's achievements, interests and needs. Together we look at assessment data, personalised plans and targets along with observations and summative assessments.
- That parents are involved at all stages of the assessment, planning, provision and review of their children's education including all decision-making processes and value their contributions.

### (3) Adapt the Early Years Foundation Stage framework to meet individual children's needs by

- Providing a broad, balanced and differentiated curriculum for all children. Adapting our approach, expectations, resources, activities and environment to meet individual children's identified stages of development, interests, achievements and need.
- Ensuring that our inclusive practice ensures equality of access and opportunity for all children in all areas of the EYFS framework.
- Planning for the Unique child with the use of individual next steps and targeted plans.
- Using the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress and their individual interests and needs are met.
- Taking into account children's views and wishes (where appropriate) in decisions being made about them, relevant to their level understanding and incorporate their views into our planning and provision.

#### (4) Use a wide variety of teaching and support strategies for children with additional needs including

- adapting our oral language to meet a child's stage of development.
- providing toys, resources and activities to meet a child's stage of development and interests both indoors and outside.
- The belief that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. We therefore adapt our approaches and expectations accordingly.
- Use of a range of visual communication support such as Makaton signs, Picture Exchange Communication and Widgit symbols.
- Implementation of a small group Language intervention programme, I CAN's Early Talk Boost to support communication, language and social skills development.
- Supporting children individually and in small groups to meet their needs.
- Being able to access quieter spaces when necessary.
- Creating personalised and individual needs led targeted support plans These plans are prepared with input from parents and any outside agencies involved. We make these plans specific, measurable, accessible, realistic and time-bound in order to provide the most effective support. We review these plans with parents and together evaluate their impact.
- Liaising and working with other external agencies to help improve outcomes for children with additional needs and incorporate their recommendations in our setting.
- Providing resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.

#### (5) Provide additional support for children with additional needs and disabilities including

- Our SENCO working closely with our deputy manager, other staff members, parents and outside agencies. She has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- Ensuring that the provision for children with SEND is the responsibility of all members of the setting.
- Applying additional support as required to ensure early identification of children with SEND.
- Providing parents with information on local sources of support and advice e.g. Kent's Local Offer, Information, Advice and Support Service.
- Ensuring that all staff are aware of our Supporting Children with Special Educational Needs policy and the procedures for identifying, assessing and making provision for children with SEND. To do this, we provide in-service training for parents, practitioners and volunteers and source external training as required.
- Having systems in place for referring children for further assessment e.g. Early Help and Education, Health and Care (EHC) assessments. We will undertake referrals to paediatricians, audiology or Speech & Language therapy services or integrated therapy teams as appropriate.
- Working in partnership or in tandem with, local and national agencies to promote the well-being of all children.

#### (6) Ensure children with additional needs and disabilities are included in all activities and trips by

- Ensuring that our service is fully inclusive in meeting the needs of all children (see Case Study (Child A) below). We adapt our provision and environment both inside and outside to ensure all children have equal access and carry out risk assessments when necessary. For example, we may change the layout to accommodate a physical need or sensory impairment.
- Promoting equality and value diversity within our nursery provision at all times.
- Regularly reviewing our planning procedures to ensure effective differentiation and equally of access and involve parents in decision making where possible.
- Our belief that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Carrying out risk assessments in advance of trips off site, communicate any concerns with parents and review feedback following a trip.

### (7) Provide an accessible setting as follows

- Our building is all on one level and is wheelchair accessible.
- We have changing facilities within the toilet area.
- There is a car park that can be used for disabled access at the entrance to the nursery.
- Our garden and other outside areas are also fully accessible to wheelchair users.

### (8) Provide effective Transitions to other settings or primary school through

- Preparing and supporting children and their families for these transitions and involve parents and the receiving setting or school in this process.
- Thorough preparation of records about a child's development and learning in the Early Years Foundation Stage in our setting and sharing appropriate information with the receiving setting or school at transfer with parent permission.
- Use of the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning to enable the key person and SENCO to prepare a summary of achievements in the seven areas of learning and development and the characteristics of effective learning. If possible, the transfer of our Tapestry online learning journal for the child will take place and this will give the new setting or school up to date information on the child's achievements.
- The transfer, with parental permission, of all supporting documentation onto the receiving setting or school for example, outside agency reports, individual child targets.
- Talking with children about school transitions in age/stage appropriate ways, providing school uniform dress up and other transition related activities for the children to explore and promoting their Personal, Social & Emotional skills.
- Inviting the receiving setting or school to visit the children in our setting to observe and discuss the levels of support required to meet individual needs, how it is implemented and talk through children's progress with key persons and the SENCO.
- Inviting receiving the receiving setting or primary school to a meeting with parents and other agencies involved to discuss any concerns and strategies that may need putting into place for a smooth transition. Thus, together devising appropriate transition arrangements to meet children's needs.
- Arranging meetings with parents to discuss any concerns and strategies that may need putting into place for a smooth start and together devising appropriate transition arrangements to meet a child's needs.
- Encouraging and supporting parents and children in taking part in all transition activities that a school may put on such as play session or information sessions.

### (9) We assess our overall effectiveness by

- Ensuring our SENCO is qualified to undertake the role of supporting children with SEND. Our SENCO has an accredited qualification, has years of experience working with outside agencies and is a member of the Area & District Local inclusion Forum Team Committees within the Kent Specialist Teaching & Learning Service.
- Ensuring our SENCO attends local specialist events, training and forums to gain information and up-dates that are cascaded to other staff and to ensure our provision is current and best practice.
- Providing training opportunities for all staff to ensure the needs of individual children can be met.
- Promoting the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Welcoming outside agencies and Local Authority representatives into our nursery and valuing their comments and advice.
- Liaising very closely with Halstead Community Primary School (the nursery premises are part of their site. There are daily opportunities for children to become familiar with areas of the school. We also encourage other schools to visit and for parents to ask for taster sessions in their preferred choice of setting to promote smooth transitions.
- Welcoming feedback on how our children have transferred into schools and settings, including any areas of weakness we need to work on to further improve practice.
- Monitoring and reviewing our SEND policy annually or as required and make any necessary changes.

(10) Provide opportunities for feedback from parents/carers including complaints and compliments through

- Informal discussions with the setting Manager, key persons or SENCO.
- Encouraging parents to comment on observations in their children's online Learning Journals.
- Giving parents to join the Nursery committee.
- Providing a complaints procedure setting out the process for a formal complaint. This is available on our website or in paper form when requested.

What should I do next if I want a future place for my child at Halstead Nursery?

- Contact Tracey McCartney, the Nursery & Inclusion Manager by telephoning the nursery on 07950 681846 or children. There will also be opportunities to make arrangements to share any concerns, paperwork and to plan appropriate transitions arrangements such as play sessions.
- Visit the Nursery website <http://www.halsteadnursery.org.uk> for more details on policies covering all the topics above, including the admissions policy.