

Local Offer

Charlwood House Day Nursery

(Policy commenced from September 2014)

Updated in February 2019

As a nursery, we recognise the wide range of special needs of children and families.

The staff approach is inclusive, positive, and welcoming to all. We endeavour to do the very best that we can to meet your child's needs and development.

We provide a flexible approach to routine and the environment, which is based around the children and their individual needs.

We cater for children from 3 months – 5 years. The setting is organised by age groups, and split into classrooms which in turn have their own flexible routine. (Bumblebees: 3months-2 years, Crickets: 2-3years, Preschool Mayflies: 3-5years, Fireflies: 3-5years)

How does Charlwood House know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

We work closely with parents endeavouring to provide children with the full support that they need to develop and learn in our environment.

Within the setting every child has a Key Person. They will built up a bond with your child and integrate them into nursery life, including developing social interactions. They will go on to create next steps for the child to work towards, providing achievable targets for them to meet in all areas of development. This interlink with the national curriculum of the Early Years Foundation Stage (EYFS.)

We have a positive approach to include all children. We fulfil this regularly by increasing our own staff's knowledge, and accessing a range of courses on all areas of development.

The individual child is paramount, their interests and any areas of concern can be looked into through observation and assessment, and these are shared with the parents. Staff are always on hand to discuss any concerns throughout the day.

Observations will be discussed with the room supervisor and the settings SENCO (Special Education Need Coordinator) (there are 2 named staff SENCO.) If at any point a possible individual need has been identified this will then be discussed and support given additionally.

The SENCO can offer advice and support to parents as well as staff within the setting. The SENCO will also liaise with other professionals (such as health visitors, speech and language therapist) if

support/advice is required, and to help aid the planning for the child's learning. Advice can be sought from outside agencies, only once the setting has received parental permission.

We carry out 2 year progress checks. (Roughly two months after being in the setting, and have adjusted to the settling in period.) The progress check gives an overall picture of the child and their current development, and helps to identify any special needs and/or gaps in development. The 2 year check is the key in identifying where early intervention may be required.

If an additional need is found, we will support each child individually by creating an Individual Plan (IP) and One Page Profile for them. It will state clearly how we adapt our environment to support their learning, and which strategies will be put in place to assist with this.

How will the staff at Charlwood House support my child? How will the curriculum be matched to my child's needs?

We use the Early Years Foundation Stage as our curriculum, we use it as a guide to encourage each child to achieve realistic targets. This allows the children the freedom to discover their learning by being supported throughout.

We have a flexible settling in period and work closely with parents on what sessions are required, their child's needs and routines which are already established at home.

The SENCO will co ordinate with the parents to share information about the strengths and potential needs of the child. Together they will identify individual needs and plan next steps, accessing additional support from others where necessary. Approaches will be consistent to ensure continuity of the care provided for your child. Discussion with the parents allows for a targeted approach, offering regular links back home.

IP's can be created if needed, to move the child forwards with their development. This will interlink with the next steps created from the EYFS, as well as planning and assessment. The IP's and next steps will be reviewed regularly to ensure it meets the needs of the child and their development.

The SENCO will be the link between the setting and the parents as well as the child's key carer. They will provide a key point to give knowledge and progression of the child. They will liaise with staff members involved to ensure that provision is relevant and appropriate, and any transitions are prepared in advance. The SENCO may seek support from time to time from outside agencies if they are concern. Permission from parents will always be obtained first.

Meetings can be arranged with the setting, offering opportunity for parents to look at IP's and to share targets and any other information about your child.

Informal discussions also take place on drop off and collection of your child.

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

The way in which we assess each child offers opportunity to see how each child is progressing. This is through observation, assessment and the 2 year checks. (Next steps to further the child are completed every 6 weeks, or termly for pre-school, and linked to the ages and stages of development in the EYFS.)

The child's learning journal is available at all times for the parents and other professionals to see. We encourage linking back to home where possible, promoting strong liaisons with parents and supporting the child's learning holistically. We like to contact parents using the method that best suits them, i.e. - telephone, email, and informal chats.

We consider ways to support the child and strengthen and deepen their current learning and development. We refer back to the EYFS at all times.

We hold parents evening twice a year, to allow parents to talk with the child's key carer, giving the opportunity to discuss progress and development. The SENCO is available to provide information too.

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

Personal, social, and emotional development is a key foundation of the EYFS. It is the underpinned foundation of all learning. The children within our care learn best when they feel safe and secure. We support children by listening and encouraging good choices where possible. This helps aid the process of developing them as a whole, allowing them to flourish to their full potential.

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach for your child to feel welcome into our nursery. They provide good role models for positive behaviour, and we are consistent in our day to day care of all children.

We are flexible in our routines within each classroom to provide a positive environment for each child's needs.

Activities, resources and certain areas of the setting can be adapted to ensure your child is able to interact fully within the environment.

Flash cards, feelings cubes, sensory boxes and other resources are readily available for your child to express how they are feeling, or if they want to do a particular activity.

The book areas in each classroom provides a safe, quiet area to retreat to if your child is tired, or needs some time to themselves or a 'safe place'.

Medication can be administered within the setting, and staff trained in this if required. There are written consent forms for this, which will be filled out daily.

We regularly carry out risk assessments for individual classes, and plans put in place to manage the risks. Where possible we encourage children to assist with risk management.

What services are available at or accessed by the setting. What training are the staffs supporting SEND had or are having?

All staff have accessed training/or are working towards training within early years (level 3), although all staff have experience of working with early years.

Our two SENCO's attend network meetings to keep up to date with the latest information and news. Where relevant they cascade this back to staff at our regular staff meetings.

One SENCO is currently waiting to be put on a course for 'including all children'.

We have staff going onto speech and language communication courses regularly. We believe that this is a key area to work on overall.

We welcome professionals into the setting to assist with guidance and support for the children, and staff.

If needed staff will have training around the particular need of your child before they start at the setting. However, most staff have had training on: feeding using a tube, diabetes, manual handling, child protection, behaviour, food hygiene and administering different medicines.

All staff have a current paediatric first aid certificate.

We have a member of staff who has completed the Foundation Degree in Early Childhood, and another member of staff working forwards the Foundation Degree.

How accessible is the settings environment?

The setting is located within an old building therefore has 2-3's and preschool upstairs. Free flow play is not possible; however each age range has an allocated time for outside play twice a day, or can go out when possible as we have a range of outside areas suitable for all ages.

Where possible we try to adapt, and work around any difficulties for children with additional needs. We aim to be proactive in improving accessibility where possible.

Resources are freely accessible and on the level of the children, depending on their age range and activities adapted. If children need specialist equipment i.e.: standing frame, this is stored within the classroom, and will be sourced by us.

Signs and posters are around the setting to direct children and adults freely. Staff are always on hand if needed with transitions in classes.

How will the setting prepare/support my child to join the setting, transfer to a new setting/school?

When joining Charlwood House we offer 3 trial sessions to introduce the child into the setting, familiarise themselves with the staff and environment. For the first session we recommend for the child to attend with their parent/carer, then the remaining 2 trials on their own. During this time the key carer will start to establish relationships with the child and parents, asking about routines and any additional information using a questionnaire. You will also be given information on the EYFS.

The sharing of information between professionals will help a child's transition into the setting, along with relevant documents and/or strategies already in place.

Transitions

With regards to starting nursery life, we like to create a gradual transition into nursery as outlined above. Parents of children with SEN are offered additional meetings to discuss exact support needed, before starting the child at nursery. This helps to create good parent partnership.

If a child is going to school, or moving to another setting the SENCO will contact the new provision.

Learning journals, IP's and any other assessments will be passed onto the relevant people at the new setting, to cascade information.

Photo books are also a good way of sharing the child's previous experiences between settings.

The first point of contact is the key carer, then the SENCO. The manager will also be available to offer/support, and links to health visitor or children centres etc. We have a co coordinator for behaviour management, who can also discuss strategies and information around this area.

Individual progress checks are carried out to see where in the bases of ages and stages the child's development is.

We will set targets for your child to work towards, some may take longer than others to achieve and strategies will be in place for staff to encourage and work towards this.

The children from 3 months up to 2 years have communication books, however a communication book can be created for an older child to create a closer link home and relevant documentation passed on to the appropriate professionals.

How are the settings resources allocated and matched to children's special educational needs?

Activities and provision are adapted to suit the needs of the children in each age range. Practitioners differentiate the activities that they develop, and the provision that is on offer in their rooms to meet the needs of the children in their group.

Each age range is provided with the resources that are developmentally appropriate for that age. We ensure there are resources available that overlap with the age range so that children are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our weekly planning to help us identify some of the resources and activities available to support children's needs and interests.

We share toys between the different age ranges and liaise with parents and professionals to ensure resources are appropriate for the needs of the child.

Children who are entitled to inclusion funding, will see an enhancement within the staff ratios, and additional resources allocated for the class as and when required.

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

Through the observation and assessment process linked to the EYFS ages and stages development, and discussions with parents we will identify what support is required.

Extra support will be put in place if required with the aim of enabling your child to become independent within their environment.

Ongoing parent partnerships with yourselves, other professionals/outside agencies and ourselves, will support the decision making process.

Our SENCO will give advice on meeting your child's needs within our setting, consulting with you and other professionals where necessary. All staff members working directly with your child in setting will have access to information regarding how to support their strengths and needs appropriately. SENCO will advise you on the process of applying for extra support, and the level of need identified.

For children with more complex needs we will get your consent before making a referral to EYPARM. This is a panel of health/early years professionals who decide the appropriate care and support required for your child. Sometimes an Educational Help Care Plan can be the best approach for your child. This is referred to as an EHC Plan, which is a legal document stating exactly how your child will be supported, and strategies put into place. This is reviewed every 6 months.

Reports from health care professionals and other outside agencies working with your child, will also be used to plan relevant support within the setting.

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

Where possible parent partnership is very important to us. We used this partnership as a two way flow of communication, therefore we welcome parents into the setting regularly.

You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home, and sharing any progression with the setting.

We have parents evening twice a year, and if required you can arrange meetings with the SENCO and key carer when needed, or if you have any particular concerns.

Who can I contact for further information?

Your child's key worker is your first point of contact if you would like to discuss your child's needs/development.

We are able to offer advice about other professionals who are able to support your child, such as health visitor, speech and language therapists in the local area.

Our SENCO/behaviour management coordinator is available to offer advice and strategies on how to cope with unwanted behaviour, and resolve any concerns you may have.

Every staff member who is involved in caring for your child will endeavour to help extend your child's development as much as possible, before they begin their journey to big school.

For any additional information you can contact the nursery at any time and talk further with the nursery manager, Lindsay.

We are always keen to evaluate our practice, so feedback is always welcomed.

Manager: Lindsay Randall

Senior Nursery Nurse: Rebecca Clarke

SENCO/ Behaviour Co-ordinator: Melissa Weston & Lindsay Randall