



Our SEN and Disability Offer

How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

When your child starts at Shinewater Nursery they will be assigned a key person and receive a home visit. This person will work with you to ensure that their experiences at Bright Sparks meet their requirements, whether this be their care/ educational needs or any special need your child may have.

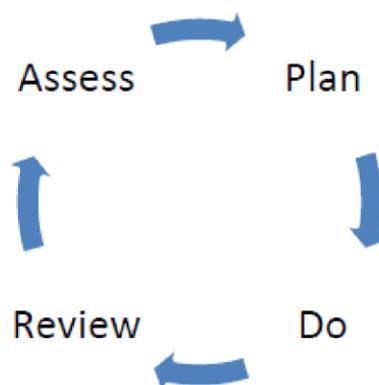
We work closely with our local Health Visitor Team and consider each child's Integrated Progress Review at 27 months. This may show areas in which a child needs extra support in their development and the next steps. We will always ask parents about this as part of our home visits.

Every child at Shinewater Nursery is observed to ensure that they develop in all areas of the early years foundation stage, and these observations are shared verbally on a daily basis with parents, and by e-mail using the tapestry each term. They are also included in the child's Learning Journey, which parents are regularly invited to view.

Each child's key person works with the parents/ carers to ensure that a strong relationship is built; therefore if either party has concerns that a child may have special educational needs, they are able to discuss these with complete openness and honesty.

How will the pre-school/ nursery support my child with special educational needs?

For all children we follow this on-going cycle in the nursery:



Initially, we try to meet every child's needs internally within our provision. We carry out initial assessments of the children's development during the first six weeks in our care. If children are found to be below expected in any area, then we will discuss this with the parents and a plan would be put into place.

A decision to the support a child receives is made on an individual basis, and will involve all agencies that are working with your child. Parents and carers are included in these meetings to ensure they are fully involved. If needed, a setting based support plan will be developed. Setting based support plans are reviewed six weekly with parents, so we can discuss the impact of the support being provided and ways forward. (Please see example template below).

Agreed Plan

Agreed outcomes	What will we do? Include allocated resources	Who will do it?	By when?	How will we know the outcome has been achieved? (Can the difference made be recorded?)	Family / community support	Review

Our educational programme is overseen by the Nursery Teacher and the EYFS Lead.

Your key person will be an experienced member of staff who will support your child to feel safe and secure within the setting and implement an educational programme for them. This will be based upon their individual interests and areas for development. Your child's key person will work with them every day, wherever possible. If your child's key person is not at the setting for whatever reason, then they will be cared for by other familiar members of our small team.

The Nursery Special Educational Needs Co-ordinator (SENCO) oversees the educational programme for children with special or additional needs. The SENCO will support your child's key person in planning their setting based support plan, and will ensure that the key person shares with parents the methods that we will use to ensure your child has the best chance of meeting their individual goals. As Shinewater Nursery is an integral part of Shinewater Primary School, the nursery SENCO will work closely with the school's SENCO at all times. This partnership becomes particularly pertinent when planning for transition from nursery to school.

If in spite of on-going specialised support and input from other professionals there are still continuing concerns regarding a child's development and learning, it may be necessary to apply for an Education, Health and Care Plan. We will communicate clearly and openly with parents, carers and other professionals at every stage.

We know our arrangements are effective, as we monitor the progress of every individual child based on their starting points when entering our setting. We also carry out regular audits to ensure that our continuous provision and arrangements for meeting the learning and development requirements for all children are of the very highest quality.

Practitioners receive regular training and support from the EYFS Phase Leader/Nursery Teacher to ensure observation and assessment practices are robust and of the highest quality.

How will the pre-school/ nursery review my child's progress and how shall they share it with me?

We continuously reflect on children's progress and set appropriate, individual next steps for them. Progress is reviewed for all children every term and actions taken to identify learning priorities and where any further support may be needed.

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

At Shinewater Nursery we are passionate that every child has the same chances to learn and develop, therefore activities are planned with every child in mind. Therefore, if a child with a special educational need attends, our activities are differentiated to ensure that they are accessible for this child. This will help each child recognise that they are important to us, and over time this will build their confidence and 'can do' attitude. As they develop, this confidence will enable children to challenge themselves.

Our office staff and first aiders are trained to administer medicines. If the medication needs specific training to administer we will ensure that practitioners in the setting receive the relevant training. Practitioners are also able to provide personal care for children; therefore, children do not need to be potty trained to attend our setting.

Staff are experienced in managing children's behaviour and work within the whole school's systems for rewards and behaviour management. Boundaries are clear and children learn how the Rainbow Rules help us to keep happy and safe from a young age. This means children have a good understanding of the boundaries and behavioural expectations within our setting. Individual behaviour support plans and strategies can be put in place if required.

We feel it is vital that children are able to contribute their views, therefore children are given opportunity to review the activities and tell us what they like and dislike at the setting. We also give children, when they are developmentally ready; the opportunity

to give their ideas of what they should be learning next and this is taken into account when planning their next steps. We acknowledge that not all children will be able to communicate verbally what their views are, so we use a range of methods including Makaton signs and symbols and choosing photographs to enable children to make their views known so their opinion is valued in the setting.

What training do the staff have in supporting children with special educational needs or disabilities?

The Special Educational Needs Co-ordinator receives regular training, and is given time to attend inclusion support groups, so she has additional support in planning the educational programme for children with SEND and can advise on any care individual children may need.

Additional training is provided if specialist care is required for any child who attends our setting.

The child's key person will receive specific training to meet the needs of any child that they are supporting who has a Special Educational Need or Disability and this is cascaded to other staff during staff meetings to ensure we are all working to meet that child's needs effectively.

What specialist services and support are available to the pre-school/nursery?

We work with a variety of professionals to meet the needs of the children and families who access our nursery. These include Health Visitors, Early Communication Support Workers, Speech and Occupational Therapists and Family Key Workers. Depending on each child's level of need, we will communicate with appropriate professionals who will carry out observations of children (with their parent's permission) to assess their level of need. Sometimes, this may be carried out by a health professional/occupational therapist or a teacher or transition support practitioner from the iSEND Early Years' Service. On occasion, when we cannot meet all a child's needs on our staffing ratios, we can apply for a grant so that we can provide additional support when that child attends. More information about the range of SEN support available can be found here:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/services-supporting-schools>

How will my child/young person be included in activities outside the pre-school/nursery, including trips?

Any out-of-nursery activities are risk assessed for all children to ensure that everyone is safe and that learning is maximised. We consider the environment carefully, along with any support individual children may need.. Every child is given equal opportunity to attend activities outside the classroom or school trips.

How accessible is the pre-school/ nursery?

Shinewater Nursery is fully wheelchair accessible for children and adults and there are accessible changing and toilet facilities in the school for disabled children near to the nursery.

If English is not the first language of parents/ carers we have methods we use to ensure that we can communicate with these parents. This includes simplifying or translating written materials when needed.

We can secure additional equipment we need for children with special educational needs. We can usually borrow specialist equipment through occupational therapy, and where children need additional practitioner support we may be able to apply for an early years inclusion grant to contribute towards equipment or extra adult support.

We have audited our provision and resources to ensure that they are accessible to all children. If during our audits we recognise that there are gaps in our provision, or that a particular child requires specialist equipment. We will either purchase this equipment through our budget or we will hire the equipment or resource from a specialist provider.

How will the pre-school/nursery help my child move on to school?

Your key person will work with you when your child starts at Shinewater Nursery to ensure this transition is as smooth as possible. Our home visits are a key part of this. During these initial meetings with parents we can assess what we may need to prepare in the setting to meet your child's needs.

We engage in lots of visits throughout the year to the Shinewater reception classes as part of EYFS Time. We also complete joint projects and children have lots of transition visits and activities to help ease their transition. Whilst we are the on-site nursery and are part of Shinewater Primary School, nursery children do not automatically go on to attend the school. All parents need to apply for a school place, and you can make three choice of school that you would like your child to attend. We invite teachers from other local schools that children go on to attend to visit the children at Shinewater Nursery, as well as the children making settling visits to their new schools during the summer term.

When a child moves on to school, we provide a detailed summative report, showing what your child can do and exactly where they are in their development. If your child has a special educational need then we also attach a copy of the setting based support plan so that there is clear guidance on what your child needs additional support with. We will provide you with your child's Learning Journey at the end of their time at nursery to share with school.

Give us your views about this information

Contact localoffer@eastsussex.gov.uk or call Information for Families 0345 60 80 192

More information, advice and support

SENCO.

Telephone: 01323 762129. E-mail: office@shinewaterprimary.co.uk.

The local offer- what is available for children and young people with special educational needs in East Sussex

- www.eastsussex.gov.uk/localoffer

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