**BRENTWOOD DAY NURSERY**

**Our Local Offer**

**For children with special educational needs and disabilities (SEND)**

1. ***How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND.***

**We allocate every child a personal key worker. Their role includes building a close relationship with parents/carers and their children to get to know them and understand their needs well. Before they start, parents are invited to complete the ‘All About Me’ part in their personal online journal. This provides valuable information which is used to set a baseline assessment to help determine where extra support may be needed. Following this, parents will meet with the child’s allocated keyworker to discuss how this support will be implemented.**

**Through regular liaisons, observations and assessments, planning is implemented to fully support and help extend all children’s knowledge and learning. Where concerns are raised (by parents or keyworkers) on a particular area, Rachel Austin: our setting’s trained and experienced special educational needs coordinator (SENDCo) along with assistant Chrissie Searle will work closely with parents to offer advice and help create appropriate support.**

1. ***How our setting supports young children with SEND.***

 **We tailor our support and care to children’s individual needs. Close relationships with parents/carers help with this process. Prior to admission, parents share information through the online ‘All About Me’ system and at their induction meeting on their child’s needs and stage of development.**

**This is an important process to help practitioners in providing the appropriate care and activities to best suit the child. This is then followed up with ongoing regular liaisons with parents to ensure all parties are kept up-to-date as to the child’s development and general well-being. Where additional support or advice is needed, Rachel and Chrissie will work with the area SENDCo to help identify the most appropriate next steps. This may include holding a One Plan meeting where parents are invited along with any professionals such as Health Visitors, Speech therapist etc. working with the child. This helps create collaborative working and more positive outcomes.**

**Other professionals work with the setting to provide specific equipment and advice and/or assists where an Education Health Care Plan needs to be applied for.**

1. ***How our setting creates learning and development opportunities for individual children with SEND.***

**Our close relationships with families and ongoing observations help identify where additional support may need to be placed. Discussions are carried out between parents/carers, keypersons, setting SENDCo to agree appropriate strategies. From this, a plan ‘One Page Profile’ will be drawn up and used to support children’s play and learning. Reviews are carried out every 3/4 months between parents/carers, setting SENDCo and keyworker to assess progress and modify/adjust plans where necessary.**

1. ***How our setting works in partnership with parents/carers.***

**We like to build close relationships with all our parents/carers. This, we feel ensures they are completely at ease to discuss any concerns they may have. Parents/carers can discuss matters prior or at the end of sessions, whichever is suitable. If the keyperson is not available during these times, we use alternative methods such as: at an alternative agreed meeting, via email or by telephone. All children have a home/setting diary which is also used to relay information between parents/carers and keyworkers. The weekly activity overview sheet is put into each child’s diary; this offers advice on how parents can further extend/support home learning.**

**We carry out summative assessments on each child at half termly intervals. This enables us to see gaps or areas of development where a child is not meeting their expected level. This is discussed with parents/carers in a sensitive manner and agreed outcomes or next steps planned.**

**Where individual plans need to be created, we draw up a draft using information gathered from children, parents/carers, keyworkers, setting SENDCo and professionals (where relevant). This is given to parents/carers to view and agree prior to implementation.**

**Tracking children’s progress is carried out using observations along with parents/carers information and discussed during review meetings. This is also an opportunity to provide resources, ideas or information of training needed to further support children.**

1. ***How our setting supports the wellbeing of young children with SEND.***

**Our setting has relevant policies and procedures in place to ensure children’s safety and wellbeing is at the forefront of everything we do. Daily risk assessments are carried out prior to all sessions to ensure areas and equipment is suitable and fit for use including appropriate level for the children present. When providing for children with additional needs, extra focus is placed on areas most requiring it. To help promote positive behaviour, we use a photo rule book, created with children’s input, used as a visual prompt.**

**Children requiring extra adult support to carry out personal care routines or administer medication will be assigned where necessary. Appropriately trained staff will carry out the administration of medication and/or necessary treatment.**

**6. *Staff training and experience in supporting young children with SEND.***

**Six staff members have current paediatric first aid training qualification. Additional training is implemented where specific treatments or medication is required. All staff have undertaken training in Safeguarding and Health and Safety to ensure they have the relevant knowledge required to support all children’s requirements.**

**The setting SENDCo has achieved the Code of Practice SEN training. Ongoing training such as Autism Awareness, Promoting Positive Behaviour and Speech and Communication is regularly carried out by staff through online and in face to face courses. Knowledge is regularly updated through the Essex Local Offer, Pre-school Learning Alliance (PSLA), National Day Nurseries association (NDNA) and the Department for Education (DFE) publications. Information is cascaded to all staff members during termly team meetings and at regular intervals where required.**

1. ***Specialist services and expertise accessed by our setting.***

**In order to fully support all children and families in our setting, we regularly access local services, these include; area SENDCo’s, Health Visitors and Speech and Language Specialists. Staff also attend consultation meetings at the local Social, Emotional and Mental Health drop in centre. This provides advice and strategies to help support individual children within the setting.**

**We also offer parents information of Local Children’s drop-in Centres where they can freely attend for helpful advice and referral if required.**

1. ***How our setting includes young children with SEND in community-based activities and outings.***

**As part of our curriculum we regularly include trips out into the local community. Prior to any event, we carry out a full risk assessment and assess how appropriate adjustments can be made to include all children’s involvement.**

1. ***Our accessible environment.***

**We have completed a full Access Audit on our setting, of which specified actions have been identified and are currently being addressed. This is regularly reviewed, and updates and adjustments actioned where relevant. The building and facilities are fully accessible for a wheelchair user, and light and bright for people with visual impairments.**

**We regularly research and purchase resources and equipment to help support children with SEND and frequently investigate ideas and activities to suit children’s individual needs. Additional resources and equipment have also been provided by our local SENDCo. The setting also holds equipment such as books, posters and CD’s to further support parents/carers and children with English as an additional language.**

1. ***How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school.***

**Prior to admission, we discuss with all parents/carers the most effective and appropriate support and equipment required to help ensure all children are provided for in all areas. Regular reviews are carried out to help identify where and how additional ideas can be incorporated or adjusted. When moving on to other settings/schools, we have systems in place to help with this transition process.**

**We encourage and invite teachers/SEND Co’s in to the nursery from schools that children will be moving on to. This helps familiarise children with their new teacher and enables information of the child’s needs and supporting strategies to be shared. Where One Planning is in place, a meeting prior to them leaving will be arranged to include the SENDCo from the new school.**

**Additionally, the nursery SENDCo may visit the school where a child is due to be attending in order to discuss the developmental stage and any current interventions being used to support their learning. This helps aid a smoother transition into school.**

**We have recently implemented an additional system ‘My Transition to School Passport’ for children moving on to new settings. This is completed by children, keypersons and parents to record individual information about children’s learning, preferred activities, toys and their developmental stage.**

1. ***How our setting organises its resources to meet the needs of young children with SEND.***

**Our setting regularly looks for ways to support children with SEND. This includes accessing staff training in specific areas, researching new ideas and equipment and cascading information to other team members, parents and carers. We also work closely with parents/carers to learn more about their child’s area of special educational need or disability.**

**Ideas and strategies such as ‘First and Then’ cards, Picture Exchange cards (PECs) and reward systems are discussed and used to highlight and encourage engagement and positive behaviour. Parents/carers are provided with duplicate copies to use at home to ensure consistency across environments. Children are involved in creating and managing these systems.**

**Further resources from the area SENDCo or other professionals may also be obtained and used as guidance and support for parents/carers and practitioners.**

1. ***How we decide on appropriate support for young children with SEND.***

**The decision as what support should be provided for individual children is made following ongoing assessments and liaisons with parents/carers. We follow guidelines from the SEND ‘Code of practice’ (2015) in order to meet the needs of children with SEND at our setting. This provides statutory guidance on the responsibilities of early years settings regarding SEND provision and their duties.**

**Our SEND policy sets out procedures and outlines the support we offer to children in our setting with additional needs. This is reviewed and updated yearly and when legislation or information changes.**

**13. *How we involve all parents/carers in our setting.***

**Regular reviews between parents/carers and the setting helps to ensure the appropriate provision and is in place. Positive outcomes are built on everyone working together to create effective practice and systems to promote development. Parents/carers are at the forefront of any decisions made and kept informed of their child’s individual ongoing development.**

***14.Who to contact for further information.***

**Our senior members: Janet Torris, Rachel Austin and Chrissie Searle are always available for you to discuss any concerns with. We aim to offer advice to anyone requiring it or where further information is needed we will provide parents/carers with contact information for the relevant agency.**

**The Local Authority’s Local Offer can provide further information on provision and can be found on the website:** <http://www.essexlocaloffer.org.uk/>