



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.*

- 'All about me' forms completed by parents
- Working closely with families to gain background information
- Settling in sessions where any outside agencies supporting child and family will be discussed
- Initial baseline observations carried out Key worker
- Staff to discuss any concerns with Chrissie Searle (Setting SENDCo) or Rachel Austin assistant SENDCo

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

- Child centred approach, One page profiles completed with the child's thought and views
- All about me baseline assessment as well as ongoing assessments.
- Close relationships and regular meetings with parents.
- One plan meetings carried out every 3-4 months.
- Individual learning plans for each child.
- All strategies discussed and modelled for all staff to support this.
- We work with and get support from our Local Authority for example working with our Inclusion Partner, Speech and Language therapists and other professionals.
- We work well with all local schools to provide as smooth as a transition to school as possible for children with Special Educational Needs and Disabilities.
- We take an active part in supporting parents with applying for an Educational Health Care Plan and throughout the process.
- We also apply for the SENIF funding for children who we think will benefit from extra support within the setting.
- Speech and Language group (from September 2024)
- Makaton is used by all staff at key times of the day and more often with children who need more support with speech and language



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

- One page profiles written with Parents and Children
- Close relationships with families and child/ren
- Observations with appropriate planned next steps
- Using the SENIF funding for 1-1 support or resources where needed
- Sensory specific area and resources
- Differentiated activities and resources for children with a range of abilities
- All staff having had training in how to support Children with different SEND needs
- In house training and activities and strategies modelled to all to provide a consistent environment
- Using Makaton to support communication
- Speech and Language group (from September 2024)

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

- Settling in sessions where we get to know families and their child/ren
- All about me forms to be filled out by parents and discussed with key person on settling in visits
- We share next step ideas with parents and ask for their own feedback
- Making sure they are fully involved in One plan meetings and able to share information and express their thoughts.
- We direct parents to different support offered in our local area
- Offering information on different processes and what they mean for example explaining SENIF funding or the Education and Health Care plan process and assessment.
- Open door policy for Parents to come and talk to at any time if needed
- We provide home learning ideas for all families and children to take part in away from the setting

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

- Our settings policies and procedures
- Providing a safe and secure environment for the children to learn in
- Resources suitable to their learning abilities
- Offering 1 to 1 support or smaller ratio's if required
- Regular staff in house training on strategies and how to support children currently attending
- Staff trained to give medication or treatment if necessary



- Children to learn about the British Values and establish a positive knowledge and understanding of everyone around them.

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

- SENDCo has level 3 Certificate for SENCO's in Early Years (CERTSEY) and regularly undertakes additional training and attends SEN cluster meetings
- Assistant SENDCo has Inclusion develop programme training and attends SEN cluster meetings in the absence of lead SENDCo
- All staff have undertaken either online or in house training covering different aspects of SEND needs
- Termly staff meetings are used to update knowledge and strategies for all staff
- All staff hold a Paediatric First Aid certificate

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

- We regularly liaise with our Local Inclusion Partner for advice and support as well as other local professionals such as Early Intervention partner and Early Years advisor
- We welcome in Health visitors, Speech and Language therapists and other professionals to gain information about the child as well as offer support with parent's consent
- We invite in the future school SENDCo to meet with the child/ren and family so they can discuss what they are able to offer or put into place for the child
- We have many local centres where we signpost families to such as local charity SNAP and courses held at the Local drop-in Centre at Larchwood School

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

- We have daily use of a large field and woodlands area for activities and our 'outdoor explorers' club, which is in a public space
- We have regular community visits to the nursery such as 'reptile discovery', local police visits and guide dog visits.
- We regularly hold events at nursery that all children and families are invited to attend
- Throughout the year the children who will be moving onto school take part in visits to local places such as the library.

9. *Our accessible environment.*



- Full Access audit is carried out yearly or if any building changes take place
- Our building is wheelchair accessible
- Light and bright for children or families with visual impairment
- Areas can be made quiet and dark for children with sensory needs
- We always make sure we have a variety of resources which suit the needs of the children who attend
- We make sure staff are trained on particular needs for example any medical needs or extra training or techniques which will further support a child or family.

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

- Parents to complete our 'All about me' form before the child starts the setting
- Key people are assigned and ready to greet and help settle the children using the information from parents and 'All about me'
- 1st and 2nd settling in sessions or more if needed
- Observations are carried out on the 1st and 2nd day which are used to support our baseline assessment and help us to understand what help needs to be put in place to create a safe and secure environment
- Offering a shorter session to begin with which will suit the family and child
- Regular communication with the family
- School ready sessions
- As soon as the child has a school designated, we invite the school SENDCo in to meet with both ourselves, parents and meet the child and start to get to know them and build a relationship and start to support their transition
- Transition One plan will take place with ourselves, parents, child, school SENDCo and other professionals to discuss the transition to school
- School transition book to be shared daily with children who may need it

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

- As each child has individual needs staff are always researching new ideas to help support a child with additional needs as well as new resources
- We have lots of resources to support children on a daily basis such as 'first and then', visual timetables and PEC (picture exchange cards). We also can support families by providing replica resources for them to use at home
- We may use resources or set ups which have been collected from the local authority such as Inclusion partner or other centres that lend specific resources



- All staff undertake regular training based on the children attending and personal key children
- Funding is applied for, for children who we feel will benefit from extra resources within the setting to make sure the environment and activities remain inclusive for all children whether this is for sensory, physical or any other need
- We can move around furniture if needed or create or move the sensory area depending on the child's preferences of the area, they spend the most time in and what is more suitable to their needs
- Individual plans for the children are available to all staff to make sure consistency is provided by all staff
- We have 'support bags' which focus on different needs such as 'eating', 'toilet training' and 'managing emotions'. These come with stories and fun activities for the children to do and advice sheets and strategies for the parents to try.

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

- We would firstly gain what is important to/ for the child through conversation with them, information gathered or observed from both family and within the setting
- Arrange One plan meeting with parents/ child to discuss different strategies that have been used and what's going well
- We gain knowledge and advice from local authority for example Inclusion partner, Early Years advisor and Early Intervention partner.
- The support we make sure we offer is decided using all statutory documents and guidelines such as Children's and Families Act 2014 (updates 2021), SEND Code of Practice and Ordinarily available document.

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

- Initial induction and settling in sessions parents fill out 'All about me' and go through registration process with manager
- Discuss current development and any concerns they feel their child may have
- One plan meetings are arranged if needed after initial assessment to start support strategies
- Parents and child are involved with making a One page profile for the child
- Parents are involved in all further developments meetings
- Regular discussions about any outside agencies that are involved
- Parents are included in all next step decisions
- Parents are invited in for a range of different community events held at the setting



- Parents are signposted to different local support centres if needed such as speech and language, drop in centre or local charities set up for children and families with SEND

14. Who to contact for further information.

Our senior members: Chrissie Searle and Rache Austin 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/>