**Little pals nursery Local Offer (SEND)**

**Little pals nursery recognises the abilities and achievements of individual children, and is committed to providing for each child and family the best possible environment for learning and development.**

**Little pals nursery is located within Tendring Education Centre on jaywick lane.**

**There are 2 car parks on the site, the one nearest the school has designated disabled parking spaces.**

**The nursery has two main entrances into the building, one with access via a slope and the other one is on one level with double doors.**

**Our doors are operated on a bio- metric system (finger print) and we also have intercom on both doors and CCTV,**

**The nursery is all on one level with wheelchair friendly doors.**

**The nursery rooms are split into 0-2, 2 x 2-3, 3-4 and 4+ school room, we also run an after school club with mini bus pick up from local schools and holiday care 5-12 years.**

**The nursery has a dining room, sensory room, one to one room, parent room and children’s kitchen. We also have large outdoor areas off of all the rooms apart form our baby room.**

**The nursery also has access to the library and on request use of the school grounds all weather court and gym hall.**

**An on-site cook provides us with nutritious hot home cooked meals everyday.**

**How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?**

**At Little pals we carry out ongoing observational assessments of all children in our care. These are linked to the development matters ages and stages of development, which can help us identify individual needs of the children. These observations will be discussed with the child’s keyperson, the setting SENCO ( Amy Doherty) family and setting Manager, this will enable us to put together a plan to best support the child and family.**

**We operate a Key persons system at little pals, with each child having a Key Person and a Buddy. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child’s development, you can ask for time to discuss this in private with them. If your child’s key person has identified a possible individual need, they will discuss the matter with you in private and plan together to support your child’s learning and development.**

**We currently use an online journal system called EYLOG, which has the children’s profile and next steps on that parents can access at any time and also add photos and information too. This system also allows for private messaging between the family and key person for clear communication.**

**Amy Doherty, Little Pals nursery’s trained SENCO can offer advice and support to the key person and room practitioners. Little Pals Nursery also have 3 curriculum team leaders as trained SENCO’s for early identification and support within the rooms. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from outside professionals can be sought with parents’ permission.**

**Reports from health care professionals such as health visitors, speech and language therapists identify children’s individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.**

**How will little pals staff support my child?**

**On induction to the setting the SENco, key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on visits to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together. During the settling ins we will complete all registration and funding forms and complete an 'all about me' book to give us more information on your child.**

**We will also carry out a two year check when your child is 2 years old with support of the family and the assigned health visitor of that child and family.**

**We can discuss any needs you as a family may need help with e.g. English as additional language, hearing/ visual impeded .**

**Observations, assessments, evaluations all contribute to Individual Education Plans (IEPs) we will listen to you as well as your child. Our SENco will explain how children’s individual needs can be met by planning support using IEPs and the advice from Area SENco. She will also explain who may become involved in your child’s development and their role. The key person will work with the SENco to oversee the IEPs targets for your child. The Key person will be in session with the child, if not then the SENco would be present. They will identify individual needs and plan next steps, accessing additional support from others where necessary e.g. Speech and Language Therapist, or applications for additional funding, The IEPs with be reviewed with parents and they can add or remove things if needed.**

**The key person’s role will build relationships with and understand the individual children. SENco will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.**

**We work closely with the local children’s centre and can sign post to them for any additional help.**

**How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

**Joining the Setting**

**We offer all children 2 free stay and play sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and “all about me” forms to be completed with questions which will help the practitioners identify the children’s needs, interests and to discuss if any agencies are involved in the child’s development.**

**If required staff will attend training related to a child’s needs before they attend the setting.  Ensuring any relevant documentation is shared in the setting if necessary, e.g. all about me forms, previous, paediatric reports, to ensure appropriate planning is in place. Parents and key person should agree a consistent approach to ensure continuity of care from home to setting.**

**Transition to school**

**If a child is transitioning to school**

**When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, IEPs, any assessments and other relevant documents are passed on to the receiving setting.**

 **Photo books can be created of the child’s new school that the child can share with parents / key person on a regular basis before the move. The use of role play using school uniforms and story books to help them. We will also have lunch time practise this a good way to help a child become familiar with new routines.**

**The child's new school teacher will be invited to the nursery to see the child in a relaxed and familiar setting and can talk to senco and key worker.**

**Who can I contact for further information?**

**The first point of contact within the setting is your child’s key person. The parents can identify the SENco from the photograph on the parents. The settings SENco, Manager will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff. The setting has a named enco and safeguarding officer.**

**What are the responsibilities of the setting owners in enabling and supporting inclusive practice?**

**The settings owners are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date. To ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition they ensure that the open door policy creates an ethos that respects and welcomes all. They ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies.**

**How will I know how my child is developing?**

**There will be opportunity for planned time to establish relationships between parents, child and Key person on entry to the setting. We have in place an assessment system for all children such as ongoing observational assessments, two year old progress checks available from the children’s learning journals, observation and assessment are linked to the EYFS ages and stages of development. Each child also has a learning journey on EYLOG which is readily accessible.**

**We hold a parents evening once a term which allows parents/ carers to come and talk with their child’s key person. We also have a SENco available to talk to if required. On a daily basis we provide a daily diary for children on request and information on white board outside of class room so that parents / carers can share which activities their child has been involved in during the day.**

**The setting has an ‘open door’ policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as they are key to building parent partnerships and to help progress children’s development. Telephone calls can be used to communicate with parents during the day if the parent prefers.**

**We also have a web site, Facebook and twitter page. We also have a termly newsletter.**

**We are introducing WOW boards which are designed so that children can share those ‘wow’ moments and achievements, that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on those home to nursery transitions. It is also a great way to develop the children’s self-esteem.**

**We are also going to be doing show and tell times if your child has something they would like to share.**

**What support will there be for my child’s physical and emotional wellbeing?**

**The staff approach is inclusive, positive and welcoming to all. On entry to the setting we provide parents with Prospective and all policies are available to read in the parent room. All about me forms are given to parents to complete to help practitioners meet the individual needs of the children.**

**We provide a flexible approach to routine and environment which are based around the needs of the children. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with child and family and they provide personal care respectfully to all children. The staff are trained to administer medicine.**

**During the daily routine visual time tables are used to support children in understanding routine. Older children are supported to manage their own personal care. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. The Area SENco will support the SENco and key person.**

**What specialist services and expertise are available at or accessed by the setting?**

**All staff have accessed child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available to the child’s identified needs these would be primary through the health care service and include:**

**Child development centre, Physiotherapist, occupational therapist, speech and language therapist. The setting has good links with the local children centre and staff sign post parents to support available.**

**Within the setting there is a trained SENco who attends training. There is also the local authority Area SENco who is available to support the setting SENco. With parent’s permission advice can be sought from Outside professionals and senco can attend any meeting that parents would like her two. If the child’s needs are identified as a specific need then the team with the expertise in this area will be asked if they would like to come into the setting.**

**How will you help me to support my child’s learning?**

**Within the setting there are communication systems in place, for example; home/setting books, parents evenings, parents meetings, daily conversations with the parents when they collect / bring their child to nursery, newsletters with invoices and via the website. As a setting we can agree a comfortable form of communication with the parents including verbal, written, email or text. We invite parents to share their knowledge with the staff about their child’s ‘wow’ moments which are displayed for others to see in their own rooms. This allows the children to share their achievements with their friends and develop a sense of self-esteem. Children’s learning journeys and planned next steps in learning are shared with parents at their request and at parent’s evenings and on tapestry. The setting SENco and key person will discuss with you how to support your child’s needs outside the setting and how they are supporting your child’s learning and development within the setting. This will occur at parent’s meetings and or Iep reviews.  If your child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.**

**How will I be involved in discussions about and planning for my child’s education?**

**Parents are involved from the initial visits at nursery when they register their child at the setting. The child’s strengths, need, like and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent’s knowledge of their child is important and partnership working is sought at every point including Individual education plan and reviews. Each child´s learning journey is accessible to parents on request and online on tapestry, Planning is visibly displayed in each room for parents to view if they wish.**

**How will the learning and development provision be matched to my child’s needs?**

**The key person and other staff in the room your child is based will get to know the child through meeting the parents during their initial settling visit to nursery. Communication is key between parents and staff to support the child’s care and wellbeing.**

**The key person will regularly liaise with the parents. During the initial meetings between parents and the key person the parents will be asked to fill in all about me form.  If the children are older parents can discuss the questions or encourage them to draw pictures.**

**An on-going observational assessment is used to establish a starting point. The key person will observe the child in the first few weeks of them settling into nursery and complete a summery sheet based on their observations. These will be clearly marked as starting points as these summary sheets are used at several points during the child’s learning journey. The summary sheets are linked to the EYFS ages and stages of development. Staff in your child's room will discuss your child at weekly room meetings to support the child.**

**What training have the staff supporting children with SEND had or are expected to have?**

**The setting SENco has completed SENco training we have 3 members of staff across 3 rooms. The manager (Amy Doherty) who is there for support in the absence of the SENco who has also attended SENco training. The SENco attends staff meetings and room meetings to keep staff up to date with information from training or meetings. The information at these meetings is then cascaded to other staff through room meetings. Further courses such as behaviour training, equality, diversity and inclusion training, communication and language training have been attended by other staff members.**

**How will my child be included in experiences away from setting?**

**All activities will be planned around all children’s individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are available to parents at any time in our parent room to reassure them that we are inclusive.**

**How accessible is the setting environment?**

**Signs, poster and pictures are used around the setting. Accessible building and toilet/changing facilities are available. All policies and procedures are current and reviewed regularly.  We have a sensory room and use visual aids. We seek advice and support from the area SENco.**

**The nursery is all on one level for easy access to all rooms.**

**How are the setting’s resources allocated and matched to children’s special educational needs?**

**Little pals nursery have 2 year funding if you for fill the requirements and 3 year funding the term after your child turns 3 for 15 hours a week. The setting also offers the extended 30 hours funding for those who are entitled to it.**

**We can also look into additional funding if the need is there, please talk to SENco for more information.**

**We can look into funding should any specialist equipment be needed.**

**How is the decision made about how much support my child will receive?**

**Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENco and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process. The SENco will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The area SENco or other professionals working with the setting SENco will support the decision making process linked to planned targets on the Iep's . The Ieps will be written and a meeting with the parents will be made to include how parents can support their child at home and add to iep if they want to. Staff meetings within the setting will ensure all staff working with the child knows the child’s need and how to support them.**

**If your child has a Special Educational Need and you would like to know more about how we could support them please contact us on****01255 222290****or**amy.littlepals@outlook.com

**Amy Doherty – Co-ordinator/ SENCO**