

Sparrows St Marys Plaistow, Church of England Nursery

SEND Local Offer

December 2016

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area. Newham's Local Offer is available on the Newham Website:

<https://www.newham.gov.uk/Pages/Services/Services-for-children-aged-0-to-4.aspx> and tells parents how to access services in their area and what to expect from these services.

This is the Local offer for Sparrows St Marys Plaistow

The setting's approach to SEND (Special Educational Needs & Disabilities)

We provide an environment in which all children with special education needs and disabilities (SEND) are supported to reach their full potential. We operate a key person & buddy system so that you have a dedicated contact and your child is able to make a bond with a familiar adult. Your child's key person will take the lead with your child and the buddy will be available as a familiar adult if the key person is away. Children with SEND are supported by their key person and buddy to settle, to access the resources in the nursery and to make relationships with other children and adults. All children are unique and as such assessed on an individual basis so that their individual abilities are recognised and their needs are met and they develop through the Early Years Foundation Stage.

An overview of the setting & accessibility

Our setting consists of a bright and airy play room, a small room with a pack away sensory area and a large fenced in outside play area. We are open from 8am to 6pm Monday to Friday all through the year and take children from aged 2 until they start school. We are able to take children up to their 5th birthday, including children who do not start school until statutory school age (term after their fifth birthday) and children who have a deferred reception class place. Our nursery is led by a qualified teacher and we work closely with the Area SENCO's to ensure children are receiving an appropriate level of support and teaching.

How is the setting accessible to children with SEND?

Our nursery is fully accessible for wheelchair users, the building and outside play area are on one level, we have a toilet for the disabled. We support children to make choices and use pictures to support children who are non-verbal. Children can self-select activities and resources which can be used on table or on the floor depending on the child's needs and preferences. We provide nappy changing facilities and no child is excluded because they are still in nappies. When the child is developmentally ready we will work in partnership with you (parents) to support toileting.

Identifying a child's special needs

How will the setting know if my child needs additional help and how will they share information with me?

Our key person system gives each member of staff particular responsibility for a group of children. The responsibility of the key person is to welcome, settle and integrate the children into the nursery setting, working in partnership with you (parents). We have in place a clear approach for identifying, responding to, and meeting children's SEN.

We use the graduated approach system (observe, assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress is monitored and assessed. If your child needs additional support, the SENDCo together with the key person will discuss concerns with you (the parents). After discussion a referral may be made to the appropriate professional with your knowledge and written consent.

Dedicated contacts at the setting

Who should I contact if I have any questions or concerns about my child's development or SEND?

In nursery you should speak to your child's key person who will discuss any concerns you have with the Nursery SENDCO (Special Educational needs & disabilities Coordinator).

You can also approach your GP or child's health visitor if you have any concerns regarding your child's development.

Involving parents/ carers in planning support

How will the setting involve me in planning to meet SEND requirements of my child?

- Inviting you to planning and review meetings for your child.
- Regular contact between you (parents/carers) and the setting via your child's key person and the SENDCo where appropriate.
- Sign posting with necessary information to local services and support for you and your child.
- Sharing IOP's (Individual Outcome Plans) for your child with you and working on these together. (sometimes these are referred to as IEP's Individual Educational Plans)

Range of support available to my child

What different kinds of support are available to children with SEND?

In nursery we differentiate our EYFS (Early Years Foundation Stage) Curriculum planning to meet all children's individual needs, abilities and interests.

We work with you as parents and other professional's. We support children's health needs and behaviour to ensure they can access the full nursery curriculum.

We will use additional support strategies to meet children's individual needs and support their communication in a variety of ways including picture cues, visual time tables and Makaton.

Measuring my child's progress

How will the setting know how well my child is doing and how will they inform me about this?

We continuously monitor and review your child's progress. We ensure that you (parents) are involved at all stages of the assessment, planning, provision and review of your child's special education including all decision making processes.

Our regular reviews will show what progress your child is making and we will share this with you through parents consultations, 2 year review, summative transfer and regular updates of your child's IOP.

Support and training for staff

Have any staff received specialist training in SEND?

Our SENCo has been trained in Chatterbox and safeguarding SEND children, We are part of the local Newham SEND forum and are accessing peer coaching in supporting children with SEND. We are continually looking for ways to support all of our staff to understand the needs of children with SEND and support them better.

Inclusion

How will the setting ensure that my child will be included in activities taking place at the setting?

We provide an environment in which all children with special educational needs & disabilities (SEND) are supported to reach their full potential. Each child is allocated a key person and buddy who will work with other staff to ensure that your child is able to access the activities he/she chooses in a way that is developmentally appropriate. Sometimes this will mean adapting the activity, sometimes this will mean providing extra adult support and sometimes this may mean providing specialist equipment. Each child's abilities and needs are assessed on an individual basis.

Starting school or changing settings (transitions)

How will the setting support children with SEND to change settings /or start school when they reach the appropriate stage(s)?

We have a transition policy which describes fully how we manage transitions within the nursery and on to a new setting/school.

We believe that your child and your family are unique and we offer a flexible approach to transition. Our goal is to have happy, secure and confident children and good relationships with their families. We understand it is particularly difficult for children to be placed in the care of someone who is unfamiliar to them. It can be an exciting or nerve-racking time for both parents and children.

Transition to school or other settings

The time will come when your child leaves us to join school or another setting. We recognise this can be an anxious time for children and families. We can support your child's transition from our setting to school/another setting by ensuring the following.

- Ask parents what school/nursery their child is going to
- Make contact and liaise with local schools/nursery
- Invite teachers to visit
- Arrange visits to schools and if possible, a Photo book from school
- Carpet time discussing schools, stories about school
- Set up Role play area to include things related with schools.
- For children with Special Educational Needs, a meeting will be set up with the new school SENCO(s) and other external agencies, as required, involved in the child's development for future support for the child.
- A few weeks before the end of the final term, arrangements can be made between the Manager and parents (if they wish to do so) for some part time children to spend short days with a packed lunch to prepare them for the longer hours at school when they leave us.
- Complete 'Early Years Summative Transfer form' and discuss at Parents' Consultation meeting where parents sign the form and give their consent to send it to school/other setting.
- Send the Early Years Summative Transfer to School/ setting and give a copy to the parents.

Support and training for parents/ carers

What support and training is available from your setting to parents and carers?

- Parent consultations to discuss your child's progress
- IOP review meetings
- The SENDCo within the setting is available to discuss your child's needs and share what the setting is doing to support them.
- We have links with the local Children's Centre/HUB and can signpost you to support they offer.
- The Area SENCo from the local authority and SALT university students visit the setting to support and advice staff and parents.
- We offer parents coffee mornings to discuss concerns or have a chat about transition. We can support you to make an application for your child's reception place and arrange specialist support from the Area SENCo if you are considering applying for a deferred reception class place.

Who to contact: Mrs Ihuoma Nnajiuba (Manager)

Telephone: 020 8470 1942

E-mail: innajiuba@sparrowschildcare.co.uk