

Lower Willingdon Pre-school Nursery



Our SEN and Disability offer

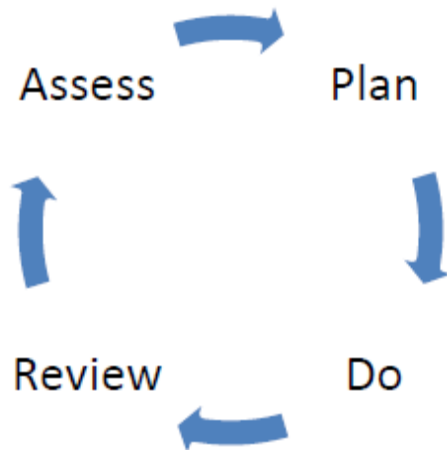
How does the pre-school/ nursery know if children need extra help and what should I do if I think my child has special educational needs?

We would identify children with special educational needs through observation and children's assessments as well as speaking to the child's parents or carers. The staff are aware of what to look out for and are fully trained or are on training. If you have any concerns you can raise these and get advice from the key person, manager and the SENCO (Special Educational Needs Coordinator). The nursery has an open door policy so you can come and speak to us at any time. Your child's key person will give regular feedback and communicate with you each time your child is in or we can set up a separate meeting. The nursery has a SEND policy in place that all staff and parents are made aware of when they join us. We have good connections with the SEND Early Years service (who are based at East Sussex County Council supporting pre-school children with SEND) and East Sussex Children's Integrated Therapy and Equipment Service (CITES - who are a team of physiotherapists, occupational therapists, and speech and language therapists) who give us advice and guidance where needed. We can cater for all special educational needs providing the correct training is offered to the staff. We also use *Cherry Gardens on Tapestry* (our online journal) which is an assessment framework designed to monitor progress for children with learning differences and disabilities. We also can contact health visitors and work with them to complete the Integrated Progress Reviews which can indicate if a child may need support in a certain area.

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

The manager, SENCO and deputy will oversee the education of all children in the setting. A key person will be assigned to the child and carry out the day to day care of the child as well as support their learning and development; they will be working with the child on a daily basis. A secondary key person will also be allocated in the event of the primary person on annual leave or off sick for any reason. The role of the key person is to carry out observations, liaise with the parents each time the child is in, plan for the child and support targets on the child's development, as indicated in the cycle below. In addition to this, the manager, deputy and SENCO will liaise when necessary and encourage you as

parents to participate in meetings along with other professionals that are involved and have contact with your child. Staff are consistently offered training to maintain high standards and consequently the setting is highly thought of, with parents recommending our route into the local primary school, especially with our strong speech and language support. We also use a variety of resources to support our children for example using widgeo visuals, traffic light warning cards, sign language, sand timers, and sensory toys.



How is the decision made about what type and how much support my child/young person will receive?

We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development. We look at each child's individual needs and adapt activities accordingly to make them accessible and inclusive in order for the child to feel included in the group. We will put a Setting Support Plan (SSP) in place for the child so the key person has a target to work towards and this will help the child to achieve, develop and learn. Once we have completed plans and assessment, we can then decide which service is suitable for your child, if appropriate.

We work very closely with the SEND Early Years service and will also apply for additional funds to support a child if it is felt necessary.

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

We recognise that parents hold key information and play a critical role in their child's education, therefore we understand the importance of their contribution, views and feelings with regards to their child's development. We endeavour to support both the child and the parents and will aim to include parents at all stages of the assessment process, offering support and guidance and arranging time for the parent to come in and have a meeting. Any outside agencies that are involved in supporting the child's learning and development will also be invited

to the meeting. We have an open door policy, we will listen to parent's views, taking into account their knowledge and experiences; allow parents to access their child's records/SSP at any time and encourage them to also be working on the same targets at home, giving you guidance on how to do this. We will also ensure that parents are aware of local services. A communication book can be provided if needed for the carer and the key person to increase dialogue. The parents will be given the opportunity to contribute with new targets when it comes to changing the targets for the SSP, which occurs every term. Please find attached a copy of a blank SSP for your information.

Resources, training and any relevant documentation can be sourced for parents to help give them a better understanding and guidance on their child's needs, and will be shared, where appropriate, on the setting website. You will also see your child's progress on Tapestry which may include assessments using Cherry Gardens. SEND Early Years service also have their own way of recording development which can be shared with parents.

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

We give all the children, regardless of any SEND, the daily high standard of care that is expected e.g. feeding, changing, toileting etc. We will also provide any additional care that is needed to meet the children's needs on a daily basis, including administration of medicines. Parents / carers are asked to complete a medical consent form for any medicines required prior to it being given, and all our staff are trained in paediatric first aid. We often talk about our feelings and do activities about emotions. We have a trained children's yoga teacher and we do calming activities when needed as well as doing sensory circuits activities at times. This is a short and snappy motor skills programme that help set children up for the day or help them to concentrate on a task.

Children are included in the setting at all times and are asked to contribute to their learning on a daily basis where possible.

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

We have at least one member of staff trained and experienced as a SENCO and who regularly attends SENCO network support meetings and inclusion update meetings. The staff that are chosen to work with children with SEND will be best suited in experience and knowledge. They will be qualified, paediatric first aid trained and have a sound knowledge of children's development. Members of our staff have undergone Makaton training and use it to support children on a daily basis within the classroom. We actively promote new training sessions and will seek out training in any specific areas that are required. Staff are regularly observed by members of management, and regular supervisions with staff are held by the manager. The SENCO has taken part in a variety of training

including courses about autism, behaviour management, Makaton, BSL, attachment and many more.

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

We believe that a strong multi-agency approach is the most effective way to support a child or young person with SEND. This is why we work closely with experienced professionals such as the SEND Early Years service, Speech and Language Therapy team, Family Support Service, amongst others. We encourage outside agencies to observe the child interacting within the nursery setting and we attend all key worker meetings. These companies will write reports and give advice as well as offering some sessions if needed.

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

Activities and school trips will be accessible for all children and we liaise with parents/carers to implement any specific arrangements that might be needed. Ratios of 1 adult / staff member to 2 children are allocated to outside activities and trips, with a 1:1 support if necessary. We fully encourage outdoor learning for all children and we make use of our outdoor space, both covered and not. Parental consent is requested for activities outside the nursery grounds and thorough risk assessments carried out before any trip and activity.

How accessible is the pre-school/ nursery?

Lower Willingdon is a spacious, purpose built setting on one level with wheelchair friendly access. Both sides of the main room have access to the garden through double doors that both lead directly onto a tarmacked surface and around to a level area of grass. The main room has its own accessible toilet, changing facilities and the kitchen area can be accessed if necessary. The pre-school has access to the local school's private car park which can be used to assist with access.

We use the Speech and Language Service if a child with EAL needs additional support. We often use Makaton signs to assist with the children's understanding of their environment.

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

We offer a pop in and play week before your child is due to start so that your child and family can get to know key staff and familiarise yourselves with the environment and routine. We also arrange a home visit prior to your child starting which gives us a chance to discuss any specific requirements that you may need. We understand that it might be an apprehensive time for you, as well as your child, so all of our taster sessions are completely free of charge, and you

can have as many as you feel necessary. During this time, you and your child will build a relationship with an assigned key worker.

During the majority of the school year prior to your child starting school we make short informal visits to the local school where the children will engage in activities with the existing school children and staff. The school staff also make regular visits to pre-school to see your child in the environment that they are most comfortable. There are school role-plays which allow children to become familiar with this part of their new routine. We also provide the schools with any relevant paperwork and a summative assessment which will have strategies on, next steps and general information about your child.

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

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

- www.eastsussex.gov.uk/localoffer