



Batford Nursery School Special Educational Needs & Disabilities (SEND) Local Offer

We are developing responses to the following Frequently Asked Questions to support the families of pupils with SEND.

The views and participation of our pupils and their families are vitally important to us and, to that end, we would welcome any views, comments or contributions you would like to make during this development phase of our SEN Information Report.

Please contact

Miss Jenni Meeson (Ms Laura Butler – currently on extended leave)

SENCO/Teacher

senco@batfordnursery.herts.sch.uk

01582 713872

What is the Local Offer?

The draft Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

How does Batford Nursery know if children need extra help and what should I do if I think my child may have special education needs or disabilities?

At Batford Nursery every child is treated as a unique individual. Each child has a 'key person' working alongside a teacher. A fundamental part of the key person's/teachers role is to develop a trusting and sensitive relationship with parents and children and to enable respectful sharing of information. If you have any concerns about your child's development you can ask for a time when you can discuss this in private with your child's key person/teacher.

Alternatively, you can discuss this in private with the SENCO (Special Educational Needs Co-ordinator) – Miss Jenni Meeson. (Ms Laura Butler – currently on adoption leave)

Reports from other professionals, such as health visitors, paediatricians and speech and language therapists help to identify your child's individual needs. We welcome parents and professionals sharing these reports, in order for us to plan appropriately to meet your child's needs.

At Batford Nursery ongoing observational assessments are made of all children. These are linked to the Development Matters ages and stages of development – This in some cases can help to identify individual needs. If your child's key person/teacher has identified a possible individual need, they will

discuss it with you in private, and plan together with you to support your child's learning and development.

Laura Butler will offer support and advice to your child's key person and other staff in our setting. She will also liaise with other professionals to seek advice and support in identifying individual needs, if necessary. Support and advice will be sought from the Herts Early Years' Service Team, always with your permission.

How will staff support my child?

Every child at Batford Nursery has a key person as well as an overseeing teacher. On starting at Batford you will be given an 'All about Me' sheet to fill in about your child. This will help us to share information about your child's strengths, interests and needs.

We will continually work with you to support your child, listening to you and your child.

Jenni Meeson will explain how children's individual needs can be met by using an Individual Support Plan. We also access advice from other Early Years professionals including specialist teachers and educational psychologists. Jenni Meeson will explain who may be involved and their roles in supporting your child.

Observations, assessments and evaluations all contribute towards Individual Support Plans and your child's key person/teacher/SENCO will oversee the targets on the plan.

Your child's key person/teacher will be in most sessions your child attends, fostering a relationship with and gaining an understanding of your child. They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary.

We will work in partnership with you, reviewing the targets set on the Individual Support Plan, planning new ones together and giving you ideas to use at home to support your child.

We promote an 'open door' policy to ensure we are welcoming and respectful to all.

How will the curriculum be matched to my child's needs?

We constantly involve your child in their education, enabling them to make choices and engage in activities/experiences that are of interest to them. Through ongoing observations and knowing your child, we will have a clear understanding of what your child enjoys and their level of wellbeing and involvement.

If necessary, your child will have an Individual Support Plan made for them by the SENCO and key person/teacher based on the child's needs. They might also have an 'IAELD' (Individual Assessment of Early Learning and Development) which shows their development within each key area of learning. In addition each child has a Learning Journal which contains observations, individual plans, targets and photographs of your child's progress, interests and development.

You are welcome to see your child's Learning Journal at any time. You are also welcome to add your own contributions to the journal.

We will differentiate the curriculum as appropriate, for example, making use of a visual timetable to support a child to understand the nursery routine and make choices of where they'd like to play.

The SENCO will seek additional training for staff, if appropriate, to meet your child's needs.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Batford nursery, assessment systems are in place, which are all linked to the Early Years Foundation Stage (EYFS) ages and stages of development.

Every key person/teacher plans for their weekly activities based on each individual child's targets and needs – weekly planning is displayed within the nursery.

Regular review meetings are held to discuss your child's Individual support plan targets. These meetings might also focus on how the parent can support their child at home.

Termly parent update meetings are held with the child's key person/teacher & SENCO.

Our open door policy means you are always welcome to tell us how your child is doing on a daily basis and provide ongoing two way communication between us. If appropriate we set up home/ school communication book.

If parents/carers work or are unable to attend with their child, telephone calls or emails are welcome to update you on your child's progress.

Newsletters are sent home on a half termly basis to keep you up to date with what is happening at nursery.

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

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach to your child's learning journey.

Practitioners provide good role models for positive behaviour and are consistent in the day-to-day care of all our children. Should your child display unwanted behaviour we will work with you and your child to provide a consistent and planned approach to improve behaviour.

Each child is 'screened' termly for their Wellbeing and involvement and targets set if appropriate.

Personal health care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then a named member of staff will be responsible for the administering of this and you will be required to fill out and sign a 'medication administration form'

Activities will be adapted to ensure your child is able to interact fully with their environment. Visual strategies-such as a visual time table can be used to help children understand routines.

The nursery has a variety of safe and quiet areas to retreat to if your child is tired or needs some quiet time to themselves.

The nursery is able to undertake personal care such as nappy changing.

What specialist services and expertise are available at, or accessed by, Batford Nursery?

All staff are qualified or have accessed child development training and have experience working with the Early Years age group.

We benefit from sharing a site with an 'outstanding' (Ofsted 2014) Children and Family Centre. The nursery works closely with the centre and we are able to access the advice and support which the Children's Centre offers. This support might be given directly to parents in relation to any concerns they have expressed e.g. in relation to behaviour or toileting issues.

Harpenden Children's Centre,
Holcroft Road,
Harpenden,
Herts,
AL5 5BQ.
Tel:01582 713872

Working closely with you and your child will enable us to build stronger relationships and further understand your child's needs.

Our SENCO attends termly network meetings to keep up to date with the latest SEND information and news.

We are supported by the Hertfordshire Early Years' Service, a service which helps Early Years settings and Childcare practitioners provide the best possible experience for all children. The team will support practitioners in meeting children's individual needs through offering phone advice, observing individual children in the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.

Parental agreement will always be obtained before the Early Years Team become involved with any individual child.

We have regular contact with the following professions;

- * Speech and Language Therapist.
- * Paediatric Occupational Therapist.
- * Paediatric Physiotherapist.
- * Educational psychologists.
- * Specialist advisory teachers.

What training have the staff supporting children with SEND had or are having?

Our SENCO – Jenni Meeson attends termly network meetings to keep up to date with the latest information and news. Our SENCO Laura Butler, who is currently on adoption leave, has completed the national award for SEN coordination.

One of our 'Learning Support Assistants' has completed additional training on working with children with SEND.

There are three 'expert teachers' working within the setting

Seven members of staff hold Early Years qualifications (level 3). All included SEN modules as part of their training.

All staff regularly attend training. A record of staff training is kept on file and relevant training can be viewed on request.

How will my child be included in activities outside Batford Nursery School?

All children are welcome to attend trips. We always include parents/ carers in the planning of the visit to ensure we meet the needs of your child. If necessary, we can prepare a photo book for your child so they know what to expect on the visit, and invite all parents/carers to join us on our trip.

A risk assessment would always be carried out prior to the visit.

We would also take along any aids or medication – along with consent forms, that your child may need.

All visits or trips would be planned to include all of our children.

How accessible is Batford Nursery environment (indoors and outdoors)?

If you are a parent/carer who has English as an additional language, we can arrange to get another family member involved who may speak English, to attend any meetings. Signs, posters and pictures will be translated or dual languages used.

We have one disabled toilet with wheelchair access and our doors leading out to the garden are wide enough to accommodate a wheelchair – there is a slight slope to the outdoor area to allow free flow outside into our garden. The garden is flat in many areas and suitable for all children to access.

We can explain the limitations of the building and would make reasonable adaptations to existing resources to ensure all children can access them.

For further information please refer to the Headteacher to view the Batford Early Years Centre accessibility plan (*written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010*).

How will Batford Nursery prepare and support my child to join the nursery or transfer to a new setting/school?

We will assign a key person/teacher, before your child joins us for his/her settling in sessions. We also visit every child at home before they start at the setting.

We also offer settling in sessions where you can stay for part of the session, and offer a flexible settling in period, if your child is having difficulties settling in. We will arrange further settling in sessions if needed.

We can provide a photo book for your child to have at home to become familiar with their key person, staff, the routine of the session and activities being offered.

This also gives us the chance to get to know you and your family, and provides the opportunity for you to share with us details of your child's needs and the involvement of other agencies, and agree with you a consistent approach to ensure the continuity of care for your child. This can also be done in a meeting before your child starts if you prefer.

We will meet with other professionals, Team around Child or Multi-Disciplinary meeting e.g. health care professionals to put in place transition planning/health care plan, or to seek relevant training before your child starts.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new key person/teacher and SENCO to attend sessions with your child to help them become familiar with them and to discuss your child's strengths and needs.

We will hold a transition meeting at your convenience, to plan transition for your child into their new setting or school, giving the new setting time to make necessary plans for any changes they may need to make. We will share targets on your child's Individual support plans, along with any other information that may be relevant to your child.

It may also be possible to arrange for your child's key person/teacher to attend settling in sessions at your child's new setting, to help promote a smooth transition.

All necessary documentation will be passed onto the receiving setting/school. The Learning Journals will also be passed onto the schools to enable the new school to gain a holistic picture of your child. The journal will then be passed from the school to parents.

How are Batford Nursery's resources allocated and matched to children's special educational needs?

We are able to apply for 'Exceptional needs funding' from Herts County council. This funding will be used to support your child within the setting.

We will provide funding for 1:1 support, if required.

We will fund staff to attend specific training.

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

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the key person, the teacher and SENCO we will identify what support is required.

Extra support will be put in place if necessary, with the aim of enabling your child to become independent within the environment and to access learning at all levels.

Ongoing partnerships with you, other professionals and ourselves will support the decision making process.

Our SENCO will give advice on meeting your child's needs within the nursery, in consultation with you and other professionals where necessary, with your permission.

Our SENCO will advise you on the process of applying for extra support.

Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

Other professionals working with our SENCO will support the decision making process to plan targets on the Individual support plan. The plan will always be shared with you and might include how you can support your child at home.

Staff meetings and team meetings within the setting will ensure all staff working with your child know your child's strengths and needs and how to best support them.

How are parents involved at Batford Nursery? How can I be involved?

You are involved in identifying needs, information sharing, identifying targets as well as formulating the next steps to focus on at home and in the setting. You will be invited to attend review meetings where we will review progress towards these targets

Your permission will be sought before involving outside agencies.

We actively encourage parental input into the learning journals, to provide a whole picture of your child's interests and fascinations.

Who can I contact for further information?

If you wish to discuss your child's needs prior to starting at Batford, you need to contact either Sue Mansfield (Head of Centre) or Jenni Meeson (special educational needs and disabilities coordinator).

You are welcome to discuss concerns or progress with your child's key person, the teacher or SENCO at any time.

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