

**Steps to School Day Nursery**

**Local Offer**

***How does the setting identify children with additional needs or SEND, and how will I be informed/consulted about the ways in which my child is being supported?***

At Steps to School Day Nursery our vision is that ***‘key relationships are at the heart of children’s development***’. With this in mind, we ensure that your child’s key person, and indeed the rest of our dedicated team here, are welcoming, friendly and approachable and have your child’s best interests at heart.

On admission to Steps to School Day Nursery, we ensure the following:

* We offer a detailed show around to potential new families, introducing them to staff, and our facilities.
* Before a new family officially join us we make contact with them to organise valuable ‘settling in’ sessions. These provide the opportunity for the child, and their parents/ carers, and key staff to start the settling process, building/ supporting that key relationship between us and the family.
* We provide a welcome pack which includes registration/ permission forms, an ‘all about me’ booklet which allows staff the chance to get to know a new child joining us in detail including; their routine at home, their particular strengths, and/ or areas where additional support may be required.This provides us with valuable ‘starting points’ for their child’s development and enables us to plan their ‘next steps’ accordingly.

Once a child has settled:

* From day one when a child joins us we begin to observe and assess within the Early Years Foundation Stage (EYFS) Curriculum via our ‘Tapestry’ system – an online learning journal where we share written information, photos and video clips of a child taking part in the broad set of activities and opportunities we offer.
* When we feel a child has truly settled we form a ‘unique story’ on ‘Tapestry’, sharing information with the parents on how their child has settled, what has been observed and next steps as to where to take their learning.
* Through ongoing, regular assessments, should a delay in a child’s development be observed, it is promptly discussed with parents/ carers, and appropriate next steps are identified and planned to bring in additional support.
* When a child turn’s the age of two, the child’s ‘Key Person’ completes a ‘2-year-old Progress Check’ - a statutory assessment that can be shared with the Health Visitor at your discretion. This provides a summary of where a child is at within the EYFS and a brief update on their development from the setting.
* In general, we offer parent meetings once a full term to share key information about their child’s development with parents/ carers. However, as our vision states, *‘Key relationships are at the heart of children’s development*’, therefore we encourage parents to share their questions or concerns right through their child’s time here with us, and are open to sharing information regularly and consistently.
* Staff receive specialist training on Special Educational Needs Development (SEND) and advice on identifying children whom may have varying additional needs. Here within the setting we have two specific designated ‘SENCOs’ (Special Educational Needs Co-ordinators), **Catherine Osborn** (*Manager*) and **Cassie Harrington** (*Deputy Manager*). We also have other key staff trained to support additional needs. Such trainings include; ‘The identification of Special Educational Needs’, ‘Supporting children with complex medical needs’, ‘Best practice guidance with SEND’, ‘Writing targeted and personalised plans’, and ‘Risk assessments and personalised evacuation plans’, to name but a few.

Should a concern need to be raised at any time over a child’s development;

* Staff communicate at regular intervals with the setting’s ‘SENCO’s’ about their key children’s development during supervision meetings and child development checks. If a concern is raised the setting’s SENCO’s will listen, observe and gather information with the key person.
* Where necessary, a meeting is arranged between key setting and parents/ carers to raise concerns.
* This step involves a child’s key person focussing on a specific area of development that may need to be extended and provide additional planned activities for a child to gain further experience in this area. This would be written and shared with their parents/ carers through a ‘targeted plan’. A targeted plan is reviewed every 6 weeks with the key person, the settings SEN Co-ordinator and the parents/ carers.
* Overall, we will ensure to involve you in your child’s development every step of the way, supporting whatever level of provision is required. You will aid all decision making and next steps in planning here.

***How will the setting adapt the EYFS framework for my child’s needs?***

Children who attend Steps to School Day Nursery are entitled to a provision that supports and extends knowledge, skills, understanding and confidence, and supports them with their individual needs.

Practitioners ensure that all children feel included, secure and valued. We spend time building positive relationships with parents in order to work alongside them and their children effectively.

The EYFS is an educational framework which allows the key person to plan for your ‘unique child’. As previously stated, we continually observe, assess and plan for your child within the Early Years Foundation Stage (EYFS) Curriculum. The EYFS is set out in three prime areas and four specific areas of learning (EYFS) using our online learning journal on ‘Tapestry’.

***What teaching strategies does the setting use for children with additional needs or learning?***

***Environment***

* Our facilities provide full day and sessional care for children aged 3 months to 11 years (including a Breakfast and After School Club for Borough Green Primary School). Every day our staff plan ‘in the moment’ for the individual children whom are attending that day.
* Every room benefits from ample natural light, soft furnishings and a broad range of accessible resources/ equipment that all promote varying levels of engagement and learning.
* Our outside area is bright and spacious and inviting. Another valuable space that contains many learning opportunities and a wide range of resources.

***Resources***

* We have a wide range of appropriate resources available to support children’s development at all levels.
* Where appropriate, the setting’s SENCO’s will work towards gaining additional funding to ensure specialist equipment/ additional resources are obtained to support/ aid a child’s learning development within the setting.

***Teaching strategies***

* All our staff are trained in early year’s practice and deployed appropriately throughout the setting.
* Staff members are encouraged to join apprenticeship schemes to ensure continuous professional development.
* **All staff** are encouraged to take an active part in continuous professional development and have access to courses and training, both internally (staff meetings/ online) and externally.
* Staff receive training on specific SEND such as ASD awareness.
* We use the ‘EYFS’ and ‘Best Practice Guidance document’ to support our teaching. This document sets out a range of teaching strategies which can be used to support children such as the use of visual resources and ‘makaton’ signing. The book is divided into universal, targeted and personalised levels to enable us to support children in the four broad areas of need. The areas are identified in the SEND code of practice and comprises; Communication and interaction, Cognitive and learning, Social emotional and mental health, Physical/sensory difficulties.

***What additional support does the setting provide for children with additional needs or SEND?***

If a child has a targeted plan and is making insufficient progress, the SENCo and ‘Key Person’ to the child will discuss the potential need with parents/ carers to make contact and refer to external services, such as specialist learning teaching or speech and language therapy, in order to support the child further. We may;

* Request a visit from an Equality and Inclusion Advisor (from the local authority), who would come to the setting and observe the environment, our resources and our practice. They make possible suggestions as to where we could change/ enhance best practice and support children in an alternative way to what we already may have in place.
* With parental consent we could make a referral to the Specialist Teaching and Learning Service through the Local Inclusion Forum Team (LIFT) meeting, which is held 6 times and year and is attended regularly by one of our SENCO’s. If the referral is accepted, a specialist teacher would then visit your child within the setting to provide additional advice and guidance. They may make further referrals to other services, such as speech and language for example, and would look ahead to support your child’s transition to school. We would work closely with you through each stage of the process.
* A child who may have previously been on a targeted plan may now be introduced to a personalised plan, which provides three targets for us to work towards with a child in a more detailed sense.
* With your permission, the setting’s SENCO’s also have the opportunity to make referrals to the Paediatrician and Speech and Language services on parents/ carers behalf.

***How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?***

A commitment to inclusive practice that enables all children to be included is at the heart of our work here at Steps to School Day Nursery.

A child’s ‘Key Person’ here will ensure that any planned activities are suitably adapted to meet your child’s needs.

In the event of trips occurring, or external agencies brought in to the learning environment, we revise our risk assessments accordingly to take account of any new conditions that may cause children to be at risk. A first aid box and emergency details are always taken with us and we welcome any parent helpers.

***How accessible is the building for children with mobility difficulties/wheelchair users?***

The setting is set within the lovely, bustling village of Borough Green, situated on the secure site of Borough Green Primary School.

We have two buildings housing our full session nursery day care, a classroom located within the Primary School providing sessional care/ term time only pre-school, and our Breakfast and After School Club. We also have a large secure outdoor space.

The building is all on one level with full wheelchair access and accessible toilets.

**How will you support my child’s transition to a new setting or school?**

Once a child’s Primary School has been confirmed we begin the transition process. This involves;

* Making contact with a confirmed Primary School, sharing information, inviting teachers in to visit a child in their current learning environment etc. This gives us the opportunity to go through relevant information and discuss the transition with them in detail, highlighting any further needs that are required
* A child’s ‘Key Person’ will complete a transition document and latest ‘unique story’, which is shared firstly with the parents/ carers, and then passed on to the Early Years teacher
* Should a child, whom has SEND, or behavioural concerns that require specific additional support, we contact the confirmed Primary School SENCO as soon as possible to start/ support the transition process in more detail. This may include arranging extra visits to the new school environment.
* Key information/ documents with regards to SEND are appropriately handed to the school’s SENCO

Parents and carers and involved in every step of transition here at Steps to School Day Nursery.

***How does the setting assess the overall effectiveness of its SEN provision and how can parents/carers take part in their evaluation?***

* Our policies and procedures are reviewed annually by the management team, the Headteacher and School Governors
* Our SENCOs regularly attend LIFT meetings/ SENCO forums, and report back to all at termly staff meetings with ideas and possible new resources available
* We have regular parent and ‘Key Person’ meetings at every stage of your child’s progress
* We invite parents and carers to share their ideas/ opinions by completing parent questionnaires to help us review our facilities
* We use audit tools to review our setting and its practices
* Staff attend training to refresh and upskill their practice

***Who should I contact if I am considering registering for a place at the setting?***

* Please contact the setting direct, speak to a member of the management team who will only be too happy to help answer questions and advise accordingly
* If we are able to cater for your child’s/ family’s needs appropriately, and we have availability to offer, we would invite you to come and view our facilities and meet the staff
* We have a waiting list in operation that we can add a family to if there is no availability to offer

***What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?***

Steps to School Day Nursery is an inclusive setting which successfully operates with policies and procedures that safeguards all children and supports individual learning development.

Specifically, our SEND policy provides the context for supporting children through the graduated approach, and our robust complaints procedure that parents/ carers can obtain and follow should a complaint need to be made.

No matter the topic, we are always available to discuss any questions or concerns there may be, and would always work together to find an appropriate solution should the need arise.

In general, all policies are available to read within the setting, some specific policies (for example Safeguarding, SEND etc.) are displayed on our website, and hard copies of all our policies and procedures are available via the setting management team.