



# HOLMWOOD HOUSE

## *Nursery*

### LOCAL OFFER - SEND

#### **Statement**

Holmwood House Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery believes that all children have the right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need and/or disability to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her learning or care needs by:

- Liaising with the child's parents/carers
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority (LA)/professionals
- Regular monitoring of observations carried out on the child's development
- Baseline assessment conducted to document where the child is at in all areas of development

All children will be given a full settling-in period when joining the nursery according to their individual needs.

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

At Holmwood House we carry out ongoing observational assessments of all children within our care. These are linked to the Developmental Matters ages and stages of development which help us identify individual needs of the children. These observations and needs are discussed within our weekly reflection meetings which if needed can also be discussed with the setting's SEND coordinators and the setting manager. Early help is a way of giving families the support they need as quickly as possible when problems emerge.

At Holmwood House we have a 'special person' approach; each child will have a special person and a co-key person if necessary. If parents have any concerns about a child's development we have an open door policy; you can ask to discuss these in private with your key person. If a child's special person has identified a possible individual need they will discuss the matter with parents in private and plan together to support children's learning and development. Practitioners conduct checks at the 2 year old stage with parental participation and feedback gaining information from observations and baseline assessments of all 3 prime areas of the Early Years Foundation Stage. If the child is identified with a special educational need or disability with the support of outside agencies, which may already be involved, the SEND coordinator (Special Educational Needs and Disabilities coordinator) working alongside parents and colleagues will adopt the graduated approach with four stages of action; assess, plan, do, review. This includes the children's needs to conduct a One Plan profile providing future support. This plan is continually under review in consultation with the child and his/her parents or carers as well as other outside agencies.

## **How our setting supports children with Special Educational Needs and/or Disabilities (SEND).**

At Holmwood House Nursery we have a settling-in period in which the special person and parents will share information about the strengths and needs of the child, likes and dislikes, allergies and preferences. We work very closely with parents and support the children together; we have an open door policy and are always here to listen or give advice when needed.

We compile our evidence through observations, listening, assessments and evaluation, which all contribute to a One Plan Profile document. We will listen to parents as well as children. Our SEND co-ordinator will explain to parents how the child's individual needs can be met by planning support using a One Plan Profile document and the advice from our area SEND coordinator. She will explain to parents and carers who may become involved in a child's development and their role. The key person will work with the SEND coordinator to oversee the One Plan Profile document targets for the child. They will identify individual needs and plan next steps, assessing additional support from others where necessary e.g., speech and language therapists (SALT) or applications for additional funding. One Plan Profile documents will be reviewed with parents regularly.

The key person's role will be to build strong bonds with the children and families. The SEND co-ordinator will maintain an overview of experiences and progress. The SEND co-ordinator will also work with other practitioners to ensure provision is relevant and appropriate and seek support when needed. We offer a wide range of activities covering religion, beliefs and festivals. Children whose first language is not English will have full access to early learning opportunities which will be supported in their learning. Each room will differentiate activities, support social, emotional and mental health needs, promote Makaton and help aid communication needs including visual timetables, symbols and picture exchange systems.

### **How our setting creates learning and development opportunities for individual children with special educational needs and/or disabilities (SEND).**

All children are treated as equal. We plan and reflect in weekly meetings to meet each individual's needs. Children's individual interests are catered for. When starting at the nursery, children will experience a visit followed by a trial, which can be extended if required. All free play activities are planned to enable all individuals to access all activities inside and outside as well as to ensure that table and floor activities are accessible to all. The nursery is divided into age-appropriate rooms. We risk assess all activities and equipment which is used within the setting. Apparatus in the garden area is assessed to ensure easy access for all.

### **How our setting works in partnership with parents and carers.**

We have many opportunities for children and parents to meet their special person prior to your start date; this is where all information will be shared. We have an open door policy for parents to meet their child's special person to discuss any concerns which may arise, this can be arranged in private, meetings with senior management and/or the settings SEND coordinator can be arranged if necessary. We have regular progress meetings with parents, special person and SEND coordinator. If needed Team Around the Child (TAC) meetings will be arranged where the family's needs are assessed and support for children and parents are put in place, gaining any outside information from professionals for support.

### **How our setting supports the wellbeing of young children with special educational needs and/or disabilities (SEND).**

At Holmwood House Nursery we have a trial and visit period before each child's start date. We settle the children in so they are happy and secure in the environment, boosting self esteem and thriving in confidence, wellbeing and happiness. We work very closely with the parents and support the child together; we have an open door policy and are always here to listen or give advice when needed. We will listen to parents as well as the child. Our SEND co-ordinator will explain how a child's individual needs can be met by planning support using a one plan profile and the advice from our area SEND coordinator. She will explain who may become involved in your child's development and their role. The key person will work with the SEND coordinator to oversee the one plan profile targets for your child. They will identify individual needs and plan next steps, assessing additional support from others

where necessary e.g., speech and language therapists (SALT) or applications for additional funding. Individual one plan profile documents will be conducted providing support for the child but also under continuous review with the child and parents as well as other outside agencies who may be involved.

### **Staff training and experience in supporting young children with special educational needs and/or disabilities (SEND).**

The setting's SEND coordinator has completed the new briefing and is continuously attending further meetings to ensure up to date knowledge.. The SEND coordinator attends regular meetings, briefings and courses to keep their knowledge and understanding current and up to date. This information is then cascaded within the setting to other staff members through room meetings or staff meetings. Further courses, such as social, emotional and mental health training and autism awareness training was delivered to the whole setting. Some staff members have attended training linked to specific needs. As a setting we have designated coordinators for ENCO, makaton, social, emotional and mental health, health and safety, SEND and safeguarding. On June 17 2017 we were very proud to receive the 'Millie's Mark' award. This national award recognises that each individual staff member holds a full, up to date, paediatric first aid qualification at all times.

### **Specialist services and expertise accessed by our setting.**

All staff at Holmwood House Nursery have accessed child development training and have experience of working with children within the early years age range. The child and family can access a number of services available locally, linked to the child's individual needs; these would be through the health care services and include, physiotherapists, child development centres, behaviour specialists, speech and language therapists (SALT), occupational therapists and early years advisory teachers (EYAT).

At Holmwood House we have a trained SEND co-ordinator who attends frequent meetings to keep up to date, there is also the area SEND coordinator (Debbie Juniper) who is available to support the setting. With parental permission, advice can be sought from specific authorities if the child's needs are identified; as a setting we would contact the specific area of expertise in that area to help support the child and setting in meeting that child's need.

### **How our setting includes young children with special educational needs and/or disabilities (SEND) in community-based activities and outings.**

All activities will be planned around the children's individual needs and abilities. An enhanced risk assessment will be carried out beforehand to ensure it is accessible for all. Policies are available for all parents and carers to read online, this can be accessed by visiting the Holmwood House website.

## **Our Accessible Environment**

Within our setting we display signs, posters and pictures using captions and notes. Accessible building and facilities are available. All policies and procedures are current and are reviewed regularly. We provide multi-sensory experiences as part of our core provision. We have a range of sensory play equipment and we use visual aids. Where necessary we will seek advice and support from the area SEND co-ordinator (Debbie Juniper). We will also seek advice from outside agencies for resource hire.

## **How our setting prepares and supports children with special educational needs and/or disabilities (SEND) when joining the setting and when transferring to another setting or school.**

When starting at Holmwood House Nursery, we offer all children a settling-in period where parents will come and stay with their child, fill in all relevant information regarding their needs, requirements and religion, as well as likes, dislikes, food preferences and family members. Parents will complete our online Tapestry 'All About Me' form which consist of questions relating to the child; this will help practitioners identify any needs and interests as well as discussing if any other agencies are involved with the child's development. If required, staff will attend training relating to the child's needs before they attend the setting. Meeting with other healthcare professionals will also contribute to a smooth settling-in process within our setting, to ensure any relevant documentation and information is shared with the setting if necessary, to ensure appropriate planning is in place. Parents will be asked to give relevant consent for this information to be shared with other professionals as well as ourselves as a setting. Another settling-in period will follow where parents will leave the child to play and build friendships with their special person and other children. Each child will have a special person, the special person will form a relationship of trust and support with the parents and child during these sessions of settling in.

## **Transition to school**

When a child is transferring to school, the child's special person will create a report on all areas of the EYFS (early years foundation stage) curriculum; this will be a detailed account of the child's overall development at that point in time and will be sent to the setting's special person before the child starts with them. The special person and SEND co-ordinator will meet and discuss any transition plans which need to be in place within the new school and will arrange a meeting or visit to discuss this. We will share with the school any reports or assessments from other outside agencies to ensure a smooth and thorough transition. Transition agreements will be in place from the nursery setting to school where necessary. Staff will encourage parents to share their child's Tapestry account with the school which gives an excellent reflection of the child's development using observations, photos and videos. We arrange staff visits where necessary to make the child's transition as smooth as possible. Giving them an opportunity to liaise with any relevant school staff. We also invite the teachers to our setting to play and build up a bond with the child or children.

## Helpful links

- ICAN - [www.Ican.org.uk](http://www.Ican.org.uk)
- The National Autistic Society - [www.autism.org.uk](http://www.autism.org.uk)
- Autism Anglia - [www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)
- Speech and language support - <http://acecic.co.uk/page.aspx?pID=98>
- Essex local offer - <http://www.essexlocaloffer.org.uk/essex-local-offer/>
- TLC (Talk, Listen, Cuddle) - <http://www.tlc-essex.info/>
- Two year old funding - <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>

Reviewed by: Vicki Shreeve, Charlotte Taylor and Michelle Evans

Date: June 2018

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