

Saffron Walden Nursery School - Local Offer



How our setting knows if young children need extra help and what our parent/carers would do if they think their child may have SEND.

- We use observation, assessment and record-keeping to monitor children's progress, this allows us to identify early where our children need extra support.
- Close parental partnerships especially with their key person allow parents to raise concerns. We operate an open door policy.

How our setting supports young children with SEND.

- Our SENCO's are Kirsty Curtis and Steph Bartram.
- We have close links with our Area SENCO and our Early Years Home Setting Liaison Worker.
- Our strong key person system allows progress to be monitored and provision adapted according to the child's current needs.
- We undertake comprehensive observation and assessment based on the early outcomes statements to track progress. We monitor every child's progress using a tracker sheet; this helps us to identify areas for support.
- Information is shared through informal chats with their key person, learning journeys, leaflets, parents evening, newsletters and our noticeboard
- Meetings are held with parents to formulate SEND support tailored to their child's needs. This is regularly reviewed and updated as necessary.
- Where necessary we work closely with any other agencies involved in supporting the needs of a child.

How our setting creates learning and development opportunities for individual children with SEND.

- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- All staff are aware of a child's needs and adapt activities and resources accordingly.
- Our approach aims to be inclusive to all children and ensures everyone can participate.

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How our setting works in partnership with parents/carers.

- We work closely with the parents of children with SEND to create and maintain a positive partnership.
- Our strong key person system allows staff and parents to share information through informal chats with the key person, learning journeys and parents evening.
- For parents who are unable to collect from the nursery on a regular basis, we provide a communication book to share how their child's day has been and to allow parents to share information with us.
- We involve parents in the SEN support meetings and review meetings to allow them to contribute ideas and comments.
- We share the child's progress and achievements with parents
- We have close links with the Children centre and our Early Years Home Setting Liaison Worker who are able to offer training events to parents these are tailored according to the current needs.
- We also offer stay and play sessions to share ideas for play with parents.
- To enhance the home learning environment we are able to lend resources to parents, share ideas and signpost parents to the relevant organisations that can provide help e.g. Homestart.

How our setting supports the wellbeing of young children with SEND.

- Comprehensive risk assessments and daily safety checks are undertaken across the nursery to ensure all children's safety.
- All of the nursery staff have received Positive Behaviour Management training, we have a named Positive Behaviour Co-ordinator, who is able to support and advise practitioners.
- Where necessary risk assessments are undertaken with the primary carer. Medicines are administered as per our "Administering Medicines" policy, parents are required to complete a form for all medication. Where necessary staff will undertake specific training for medicine administration.
- We keep a clear record of all Allergies and Intolerances within the nursery. A plan will be completed with parents with regards to managing specific allergies
- We keep clear records for both nappy changing and sleep times.

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Staff training and experience in supporting children with SEND

- Our staff have a range of experience of children with SEND, and training is provided as required according to the current individual needs.
- Our SENCO's have undertaken SEND Code of Practice (2014) training and Autism awareness training.
- All practitioners hold a current Paediatric First Aid certificate; they have also all undertaken Level 2 Safeguarding and have undertaken Positive Behaviour Management training.

Specialists services and expertise used by our setting

- Area SENCO
- Health Visitors
- Nursery Nurses (drop in clinic)
- Speech and Language team
- Children's Centre
- Early Years Home Setting Liaison Worker (SED)
- Family Solutions

How our setting includes young children with SEND in community-based activities and outings.

- We ensure all outings that we undertake are inclusive to all children and families.
- We complete a comprehensive risk assessment and pre-site visit for all outings.

Our accessible environment

- An access audit is undertaken annually for the setting, most of the building is accessible and could be adapted if needed for a wheelchair user. We have an accessible toilet and changing facility.
- Our ENCO monitors inclusive practice across the setting, she is aware of all languages spoken within the setting and ensures parents and children with EAL are supported. We

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have the support of our Equality and Inclusion Officer, who is able to provide resources and information on EAL.

- Our local authority and area SENCO can provide some resources and equipment on loan to the setting.

How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school.

- We have a comprehensive induction period for children and new families this includes a home visit, settling sessions and close support of their key person. We encourage parents to share photos and information about their child when they start at the nursery we also create a baseline from the information the parents share.
- As the child moves through the nursery their transition is supported through visits to their new room, meeting their new key person and through the old and new key person sharing information about the child.
- When a child leaves the setting we meet with the new primary teacher where we share information. We have various local primary school resources including uniform, bookbags etc. We send a transition report to the child's new school including their current SEND support, giving an insight into the child's learning and development and characteristics of effective learning.

How our setting organizes its resources to meet the needs of young children with SEND

- The staffing within the setting is adapted and deployed according to the needs of the current children, where necessary targeted support may be provided.
- Our resources and environment are designed to be flexible, we use our personalised planning to create a learning environment to suit the needs of our children.

How we decide on appropriate support for young children with SEND.

- We use a graduated response system for identifying, assessing and responding to children with SEND.
- Initial concerns should be discussed with parents/carers and where necessary a SEN support plan would be created with their involvement. The child's progress is reviewed on a regular basis, this is done in partnership with parents at pre-booked review meetings.

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How we involve all parents/carers in our setting.

- We believe strong parental partnership is essential to help all of our children reach their full potential.
- Parents are involved through: AGM meeting, parental committee, parents evening, parent questionnaire, stay and play, other events, home learning packs, holiday books, newsletters, telephone contact and learning journeys.

Who to contact for further information

- First point of contact - Key person
- Setting SENCO- Kirsty Curtis and Steph Bartram - who can seek advice from the Area SENCO on your behalf
- Local Offer website <http://www.essexlocaloffer.org.uk/>