



9.3 SEND Offer

Special Educational Needs and/or Disabilities

Nursery Department

Early Years settings are required to identify and support children with Special Educational Needs and/or Disabilities (SEND). The purpose of the Colchester High School Nursery SEND Offer is for parents and carers to see how we identify, support, plan and monitor children with SEND in our setting.

Our Early Years setting promotes respect, equality and inclusion where all children are encouraged to develop and progress at their own pace.

The SEND Nursery offer is a resource which is designed to support children and young people with SEND in our setting. The purpose of the Local Offer is to enable parents/carers too see clearly what information and services are available to them and how to access them www.essexlocaloffer.org.uk.

1. How does our Early Years setting identify children with Special Educational Needs?

- Complete a two year old progress check on all children – share this with parents and act on outcomes.
- Complete ongoing observational assessments on all children linked to the EYFS development matters which are shared with parents and where appropriate the SENCo.
- Have strong working relationships with families in order to plan appropriately to meet individual needs and support the decision making process. All About Me booklets are sent home to be completed by the parent and child at the start of each term.
- Baseline assessments are completed on each child within two weeks of starting in the setting.
- We have a Key Person and a Buddy for each child, enabling us to develop trusting and supportive relationships with parents and children.
- We provide an excellent enabling environment with differentiated activities incorporating individual needs and interests.
- We receive support from our Area SENCo and In house SENCo.

What should you do if you think your child has Special Educational Needs?

- As our setting has an open door policy, it is expected that parents feel comfortable enough to approach their child's Key person or a member of the management team if they wish to discuss any concerns or to arrange a mutually agreeable time to meet.
- We have a very comprehensive induction pack which aims to gain as much information about the child before starting.

- If a child has SEND prior to starting, upon registration the parents will be asked to fill in an Individual Health Plan. This will enable us to ensure that strategies are in place prior to the child starting.

2. How does our setting supports young children with SEND?

- Karen Hull Nursery Manager is the Named Nursery SENCo for the Nursery Department. Cora Allen is the Head of Learning Support in the School. The role of the SENCO involves:
 - Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting approach to identifying and meeting SEN
 - Advising and supporting colleagues
 - Ensuring parents are closely involved throughout and their insights inform action taken by the setting.
 - Liaise with professionals or agencies beyond the setting.
- The role of the SENCo in the Nursery is to work closely with all Key Persons, have responsibility for the day-to-day implementation of supporting children with SEND and for co-ordinating provision for children with SEND. The SENCo will liaise with parents, staff, local Area SENCo and other professionals or agencies.
- We ensure that the provision for children with Special Educational Needs and Disabilities is the responsibility of all members of the setting.
- We work alongside outside professionals and specialists who work with your child and welcome them into Nursery. Our Area SENCo is Christine Travers.
- Each child is assigned a Key person who is responsible for ensuring that learning journeys are kept up to date and are accessible to parents.
- Through the Home-Nursery diary there is daily communication between parents and staff.
- Within the Nursery there is an open door policy, in addition parents evenings are held each term.
- Our Special Educational Needs and/or Disabilities Policy is available to view on the school website and on request.
- The Nursery SEND Offer is available on the website and referenced in the Nursery Parent Handbook.
- The Nursery has access to specialist resources such as “I Can Tools” to help support children with Speech and Language development. The Nursery Manager has attended training provided by ACE (Anglian Community Enterprise) “Talking Together”. This information has been cascaded down to all staff member.

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

- High quantity setting which is regularly monitored and evaluated.
- Children's progress and development is monitored through the observation process linked to the EYFS. All observations are shared within the child's own learning journey. These can be accessed at all times.
- "On Entry" assessments are carried out during the induction sessions/first day of your child attending our setting. Base line assessment is carried out within the first 2 weeks. This allows practitioners to plan and support each child at their own pace.
- A "2 Year Progress Check" is completed before your child turns 3 years with the Key Person and parent/carer working together. If your child attends dual settings this will be completed by the setting your child attends the most.
- Your child's Key Person will work alongside other professionals to ensure children's individual learning needs are met. Differentiating activities.
- Within our setting there are visual photos on the toy boxes to encourage children to select toys independently. There is a visual timetable which is changed on a daily basis. A "Now and Next" board can also be provided if necessary to break down the daily routine.
- We have a "Parents Notice Board" and "Communication and Language" Board which displays information and literature for parents to be able to support their child at home. There is also information signposting various local organisations.
- Through well thought out and inclusive activities, practitioners are able to identify children's strengths within the characteristics of Effective Learning and adapt their teaching style when necessary.
- Before involving any outside agencies, permission is sought from parents/carers as part of our policy and the graduated response to meeting individual children's needs.
- The Nursery Deputy Manager and Reception Teaching Assistant have attended basic Makaton training.

4. How does our setting work in partnership with parents/ carers in supporting your child's learning?

- Learning Journeys are shared with parents/carers at least each term however they are also available to access at all times. Parents are encouraged to contribute to their child's learning journey. This allows practitioners to share those special achievements which may happen outside of the setting. Practitioners are then able to build up a whole picture of each child.

- “All about Me” booklets are sent home each term, which encourages parents to sit with their child to complete together. This incorporates photos and drawings. There is also a weekly diary to complete which details where the child spends their time throughout the week.
- Each child is assigned a Key Person/buddy.
- Individual Planning.
- Next Steps and targets are shared with parents.
- Daily communication and regular parent’s evening (termly) facilitate regular communication between staff and parents. Each child has their Home-School diary which is completed each day by the child’s Key Person.
- Termly Parents Evenings are held, where practitioners will share with the parents/carers targets which have been set for their child. This is also an opportunity for parents to gain advice on how they can support their child at home.
- “0 – 2” progress checks is completed for each child if they attend our setting before the age of 3 years. This is linked to the prime areas of EYFS stages of development. These are shared with the child and the parents and other setting (if applicable).
- Our setting has an “Open door” Policy, allowing parents to talk to a member of staff as drop off and collection times or book an appointment to meet if necessary. We also communicate with our parents via the telephone or emails if this is more appropriate for the parent.
- Information letters- All letters are sent home electronically and a newsletter is sent home each week. Paper copies are available upon request.
- A Policy folder is available for Parents to view upon request. Please see Colchester High School Website for EYFS Policies.
- We provide a “Read Write Inc” workshop for parents and an “EYFS” workshop; this allows the parents to gain a greater understanding of how the curriculum supports each individual child.

5. What support will there be for my child’s overall well being?

- “All About Me” booklets are sent home. Parents and child are encouraged to complete this together. This helps to build up a bigger picture of your child’s likes and dislikes.
- Happy / sad faces – Children are encouraged to be actively engaged in the activities which they participate in. The children’s “voice” is very important to our setting and all children are encouraged to express their opinions and interest. This is supported by our happy and sad lolly-pop sticks.

- All children are provided with a healthy and nutritionally balanced hot lunch. All cultural and dietary requirements are catered for. There is always a vegetarian option available.
- A “one plan” will be put in place to ensure that your child receives the necessary support. The Nursery follows the graduated response- Assess, plan, do and review.
- There is an “Administering Medicines” Policy which is available to view on request.
- No medicines are administered without prior parental consent and only medicines which have been prescribed will be administered by a qualified practitioner. A member of staff will always witness when medicine is given.
- Risk assessments are carried out on a daily basis before children arrive on the premises, including the garden.
- There is an Intimate Care Policy to view on request. Written permission is sought before a child is allowed to have their nappy or clothes changed. Parents sign this when enrolling their child at our setting.

6. What training have the practitioners supporting children with SEND had?

- In the Nursery there are 5 members of staff. In Reception there is the Teacher and teaching Assistant.
- Nursery Manager- BA (Hons) Early Learning degree – level 6.
- Deputy Manager- International Diploma in Montessori Pedagogy (Early Child Course)- Level 4.
- Qualified Staff – 1 staff- International Diploma in Montessori Pedagogy (Early Child Course)- Level 4
2 staff qualified to level 3.
- All staff Paediatric 1st Aid trained and updated every 3 years.
- All staff attended level 1 safeguarding on-line training.
- All EY’s staff have attended Safeguarding level 2 – face to face training.
- Nursery Manager and Deputy Manager have both attended the “Designated Safeguarding Lead Practitioner” training.
- Nursery SENCo has attended training.
- We attend SENCo network meeting.
- Management and Practitioner have attended Behaviour Management training.
- 2 practitioners and reception TA have attended Makaton beginners course.
- All staff access current E-Learning Modules. (Autism, SEND and One Planning).

7. What specialist services and expertise are available at or accessed by our early years setting?

- Named area SENCo- Christine Travers.
- Children may be referred to our Speech and Language Therapist if necessary. The setting will work closely with the speech and language therapist to build up a One Planning for the child.
- Leaflets are provided on the “Communication and Language” board for parents to access. There is also the contact information for our nearest Children’s Centre and an outline of the services they offer.
- All staff are aware of their roles and responsibilities in supporting children with Special Educational Needs and Disabilities.
- Supporting children with Special Educational Needs and/or disabilities Policy and Procedures are in place.
- All staff have regard to the Principles of SEND Code of Practice.
- All staff will have a basic knowledge of Makaton and this will be used daily through the use of Nursery rhymes.
- Nursery Manager will keep updated with any changes in legislation and be aware of the resources available to us on loan if needed.

8. How will my child be included in activities within the community by the Early Years setting, including trips?

- Prior to trips being undertaken, risk assessments will be carried out by the Manager and Deputy Manager. We visit the site prior to carrying out the risk assessment. All risk assessments are approved by the School Principal and then inputted to “Evolve”.
- Adult to child ratio is increased when necessary to ensure the safety of all children attending.
- An information letter is given to all parents alongside written parental permission.

9. How accessible is our setting (both indoors and outdoors)?

- We are prepared to consider reasonable adjustments should the need arise and access funding if necessary.
- The Nursery has a dedicated budget which can be used to obtain resources. We could access additional resources from the Colchester Toy Library.

10. How will our setting prepare and support your child to join the Early Years setting and when transferring to a new setting or school?

- Parents and children are invited to attend a taster days(s) to help settle them and to develop a relationship with the Key Person.
- A comprehensive Welcome/Information pack is issued to families.
- On induction to the setting the Key person and parents share information about the strengths and needs of the child and discuss if any other agencies are involved in their child's development .
- If other professionals are already involved all are invited to a meeting to discuss the child's needs ensuring any relevant documentation is shared.
- Health and Care plans are completed prior to starting at our setting to ensure appropriate provision and strategies are in place prior to the child starting.
- All about Me booklet is sent home when a child first joins the setting to help practitioners identify children's likes and dislikes and interests.
- Our Transition policy is available to view on request.
- Before a child moves into Reception at CHS the learning journeys are shared with the teacher and all relevant information is passed on. Any support strategies' are also shared with the teacher. If necessary a meeting with the parents would be held.
- Visits to Reception with familiar staff.
- Children attend a lunch / PE / activity session before their final move up to ensure that they are as settled as possible.
- The reception teacher will meet with each family individually to discuss the transition process and the support that will be provided.
- If children are moving to an external setting teachers are invited to come in for visit and to observe the children whilst playing and interacting with their peers. The Key Person will also discuss any support that may be needed for that child.
- If it is not possible for the external teacher to come in to visit they are welcome to telephone and discuss individual children.
- Learning journeys are passed on to the parents who are then encouraged to share these with the new setting.
- The Key Person will have Informal chats with the children and ask them about their fears and concerns.
- All children joining our setting will complete a "one page profile" to build up a bigger picture of each child's strengths and any support which is already in place. This highlights the importance of the "child's voice".

11. How does our setting organise our resources to meet the needs of young children with SEND?

- If a child had SEND we would meet with our area SENCo (Christine Travers) to ascertain whether any additional resources are required to effectively meet any child's individual needs.
- Funding may be sought to adapt our environment if necessary.
- Staff would source additional resources if necessary. An example of this is the toy library at Colchester Library.

12. How is the decision made about the type of support that your child will receive?

- On Entry assessment is completed during the induction/first day of your child starting Nursery. Base line assessment is completed within 2 weeks of the child starting by the Key Person. This will be shared with the parents/carers. All staff recognise the importance of early intervention and a one plan would be put in place if necessary.
- Each child is observed in line with the EYFS development matters throughout the term. This is recorded on a progress tracker. The curriculum is planned according to the child's individual needs.
- The Key Person would discuss any concerns with the Nursery SENCo. A meeting would be arranged with the parents and Nursery SENCo.
- Where appropriate the Area SENCo would be consulted and invited to meet with the parent.
- Parents/staff may seek advice from other outside professionals.
- The one plan would support outside agencies recommendations.
- The graduated response is used for all children within the setting. Following the cycle of "plan, do and review" to meet the needs of each child's individual needs.

13. How are parents involved in our setting?

- Parents Evenings are provided termly which is an opportunity to discuss your child's progress with their Key Person.
- Open door Policy- Our setting allows time in the morning and afternoon for parents to speak with the staff if they have any concerns they which is discuss however a more suitable time can be arranged to suit the parents if necessary.
- Two way communication is via the home-school diary which is filled in daily by the Key Person.

- Parent's sessions – Craft mornings are arranged for parents to attend at Christmas and Easter.
- EYFS Parent/ Carer Workshops.
- Parents are invited on outings, workshops and special events such as the EYFS Christmas drinks evening.
- Parents are invited to comment in the Evaluation Book. We welcome positive and constructive criticism which can enhance our provision.
- The Nursery management team monitor policies, procedure and practices within our setting ensuring that these are inclusive, in place and being implemented and are up to date. Parents are welcome to contribute to Policies and Procedures of the settings.

14. Who can you contact for further information?

- The Nursery SENCo (Manager), Deputy Manager and Key Practitioners are available to offer advice and suggest to parents other professionals that may be able to help such as: Health visitor, local children's centre, Speech and Language Therapist.
- Colchester High School Nursery has an Open door Policy, and families can contact staff either by face to face informal chats and meetings, telephone or by email.
- Mrs Karen Hull Manager:
Telephone 01206 217110
Email: Karen.hull@colchesterhighschool.co.uk
- Poppy Tomlinson Deputy Manager:
Telephone 01206 217110
Email: poppy.tomlinson@colchesterhighschool.co.uk

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015 part of the Children and Families Act)
- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Equality Act 2010
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Ed (2013)

- This Policy has regard to both the Local Authority Local offer and Colchester High School Nursery Local Offer. Available to view on the school website and on request.

Please Refer to Early Years Policies

9.1 Valuing diversity and promoting equal opportunities

9.2 Supporting children with Special Educational Needs and/or disabilities