

LITTLE ACORNS



Day Nursery and Pre-School

Little Acorns Day Nursery
Local Offer

	Special Educational Needs Coordinator (SENCO)	Nursery Management Team
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1. What is the ETHOS of Little Acorns Day regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Our ethos at Little Acorns Day Nursery is to support and educate all children to enable them to reach their full potential and make a positive contribution, including those with SEND.

We also aim to:

- Provide a rich, positive and stimulating environment.
- Provide a wide range of learning experiences, where children can learn through play.
- Encourage individuality building children's self-esteem and self-worth.
- Acknowledge everyone has a voice.
- Recognise and support children's emotions and their right to express them.
- Promote and maintain an effective, approachable and professional team.

- Respect the richness, diversity and identity of every child and their family.

2. The following policies are accessible in the Entrance Hall of the nursery or please see a staff member:

- SEND information
- Health and safety manual
- Safeguarding children policy
- Inclusion policy
- Social and emotional policy

3. Regular nursery numbers & Staff/Child ratios:

0-2's 1:3

2-3's 1:4

3-5's 1:7

Children on roll: 120

Children identified with SEND: 5

Children with an Education, Health & Care Plan (EHCP): 2

4. How do we:

• Identify & assess children with SEND?

As a setting we feel it is the responsibility of all early year's practitioners to assist in identifying children with SEND. Staff will complete their key child's development overview along with observations each term and from that they will be able to determine if a child is cause for concern or has an additional need, along with information from parents. At the setting we follow the graduated approach of access, plan, do, review this is outlined in our SEND information booklet. The graduated approach enables the SENCO, early year's practitioners and family to work closely together to put interventions into place to help support each child's individual needs and help them develop in the best possible way.

• Identify level SEND Support

The type of SEND support we give to each child is tailored to their individual needs. We differentiate planning and activities to make sure all children are included and are able to achieve to the best of their ability's.

The child's key worker will be responsible for planning and implementing any interventions that have been put into place, working closely with the SENCO and the child's parents/carers. The key worker/ SENCO may ask for additional support from outside agencies, this will be discussed with parents/carers. Any targets set by outside agencies will be implemented by the child's key worker, parents/carers will be informed every step of the way.

- **Evaluate the effectiveness of provision for Children with SEND?**

The SENCO will be responsible for monitoring the effectiveness of the provision through, termly reviews with staff, looking at children's profile's, reviewing TSP's, talking to parents, observations on staff, and feedback from other professionals.

- **Assess and review progress of Children with SEND?**

Children's progress is reviewed half termly(or sooner if needed) by the child's key worker and SENCO through TSP's and Asses, plan, do, review's and meetings at this point parents/carers will be informed and next steps will be agreed along with taking into account the child's wishes where appropriate. The SENCO will look at observations collected by the child's key worker and any other information collected including reports from professionals. The SENCO will also arrange meeting's with other professionals to discuss children with SEND's progress.

5. What are the different types of support available for Children with SEND in our school?

The different type of support available is dependent on the child's individual needs. The SENCO can put a referral form in for early years support which will be sent to a panel of professional's who decide what support they feel would best suit the child in question based on the evidence provided or in house support will be provided continually if appropriate.

Support that can be given:

- Lowered child ratios
- Small group work
- Individual work with support
- 1:1 support
- Personal resources
- Speech and language therapy

- Communication and interaction programme
- Other professionals coming in to see the child

6. How will our nursery ensure ALL staff are aware and understand a child's SEND?

All staff will be made aware of a child with SEND at staff meetings, talking to the parents/carer, ongoing training and planning. Any child identified with SEND will have an all about me passport, which will tell staff everything they need to know about the child and how best to support them, this is kept in the child individual basket.

7. How will our nursery let a parent/carer know if they have any concerns about their Child's learning?

We aim to make sure we have effective communication between parents/carers and practitioners. Parents/carers will be informed at every stage of a child's development regardless of their needs. The child's key work will inform parents/carers after completing the child's development overview, collecting evidence and consulting with the SENCO and parents, if they have a concern regarding a child, a meeting will be held to discuss this further where needed looking at all evidence provided.

8. Which other people and organisations provide services to children with SEND in our nursery?

- Speech and language Therapy
- Portage
- Health visitors
- Educational Psychologist and Behaviour Support
- Family Support
- Outreach services
- IPaSS (Integrated Physical and Sensory Service)
- Northcott outreach
- KIDS
- Physiotherapy

9. What training have staff received to support Children and Young People with SEND?

Our SENCO holds a level 3 BTEC National diploma in early years and has completed a wide range of training in regard to the SENCO role put on by the local authority. All senior staff have completed the initial SENCO training and

have had experience of working with children with a variety of SEND. We have a training plan in place which will ensure all staff have completed the initial SENCO training, so all staff have a knowledge of SEND and what they need to do next to support this. All staff will receive in house training around SEND and will be updated on any changes by the SENCO. We have a number of SEND Key workers and they have also completed a range of training along with the SENCO such as: ASD awareness, picture exchange system (PEC's), TSP training, intensive interaction, epilepsy, speech and language, introduction to downs syndrome and early talk boost.

10. How will teaching/ provision be adapted for a child with SEND?

All planning and provision will be individualised and differentiated to meet each child's specific needs and abilities to ensure ongoing progress. Specific or specialised resources will be made available where necessary.

11. What support is available for parents/ carers of a Child with SEND?

The nursery aims to support parents in the best possible way through ongoing communication, we have an 'open door' policy were parents can come and speak to us at any time. If they wish to have a meeting with the child's key worker then this can be arranged. All parents get a verbal pass over at the end of the child's session, they will be informed about what their child has eaten and what they have done during the course of the day. This is also an opportunity to voice any concerns or achievements the child has made. Parents will be informed every step of the way with regards to their child's progress and SEND. TSP's and other documents will be done with parental input taking into account their view's, all referral form's will be run past parents before they are sent. Multi agency meetings will be arranged where necessary.

12. How is our nurseries physical environment accessible to Children with SEND?

Our nursery is a two story building with wheel chair access available. We have three very large spacious rooms with none slip flooring throughout the building. Each room can be adapted according to the child's specific needs. We also have an easy accessible out door space.

13. What facilities are available for children with SEND in our nursery?

Examples include:

- Every child's a talker
- Early talk boost

- Chatta
- Wheel chair access
- Quiet spaces
- Assessable outdoor area
- Social groups
- Specialised equipment
- Adapted resources such as tables, sand and water trays

14. How will children be supported during transitions? (when moving to another Early Years Setting or between groups within our nurseries)

When a child is transitioning to another setting we will arrange a meeting with parents/carers and the SENCO/teacher from the setting they are transitioning to. In the meeting, we will discuss the child's needs, strengths, next steps and arrange a transition plan. The child's key worker where appropriate will attend transition visits with the child. Also a SEND transition form will be completed by the key worker and this will be sent along with any documents and reports to the child's new setting.

