

# LITTLE ACORNS



## Day Nursery and Pre-School

### Little Acorns Day Nursery Local Offer

	Special Educational Needs Coordinator (SENCO)	Nursery Management Team
Name/s	Emma North/Gemma Grace	Gemma Grace, Melissa Toft
Contact number	01482 470535	01482 470535
Contact E Mails	info@littleacornshull.co.uk	info@littleacornshull.co.uk
Address	Little Acorns day nursery 83-83 Hall road HU6 8QL	Little Acorns day nursery 83-83 Hall road HU6 8QL

#### 1. What is the ETHOS of Little Acorns Day Nursery 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 policy
- 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 1:8

Children on roll: 122

Children identified with SEND: 30

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 a 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 of 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 area 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 TAF meeting, monthly reviews with staff, looking at children's profile's, reviewing APDR'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 Early Intervention, APDR'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 meetings 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 Nursery?**

The different type of support available is dependent on the child's individual needs. The SENCO alongside the area SENCO can put a referral form in for early years support funding 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. Additional support funding is requested if we feel a child needs extra support.

Support that can be given;

- Enhanced ratios
- Small group work
- Individual work with support
- Personal resources
- Implement Speech and language therapy targets

- Communication and interaction programme's
- 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/career, 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's individual file.

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

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 (SALT)- Assess children speech, language and social communication needs and set specific targets, they can also support parents/career and the setting implementing these targets correctly. They will provide training when needed.
- Early years access and inclusion team- the early years team work very closely with settings and parents to help identify and support children with SEND, they can see the children in the home and nursery environment gaining a holistic view of the child. They will help support the family and ensure any referrals to outside agencies are made when necessary. They regularly review children's progress with parents.
- Portage- portage support children 0-3 that are not in an educational setting. They come into the home and help support parents to implement strategies, give advice and make sure other agencies are involved where needed, they will also help with the transition into a nursery setting.
- Health visitors- if you have any concerns about your child your health visitor will be your first port of call, they can help point you in the right

direction of who to contact and if you are right to be concerned. They can also make referrals into the early years access and inclusion team and other relevant professionals. They do assessments at around 12 and 24 months old where they can also pick up if a child has a delay.

- Educational Psychologist and Behaviour Support-
- Family Support- A referral can be made to the family support team through the Early help and safeguarding hub (EHASH). They can provide support to parents with understanding diagnosis, making appointments/attending, sleep support, diet, behaviour ect. They also offer a range of parent classes to help support you with different strategies and implementing them at home.
- SLD outreach services- outreach will come into the setting to provide support and advice on how best to support the children. They help with implementing visuals and strategies and train staff where appropriate.
- IPaSS (Integrated Physical and Sensory Service)- IPASS can help with assessing the environment to ensure it's the right environment for the child and provide specialist equipment if needed. they can give strategies and advice on how best to support the child and provide training.
- Northcott outreach- outreach will come into the setting to provide support and advice on how best to support the children. They help with implementing visuals and strategies and train staff where appropriate.
- KIDS- provide lots of support to families and children, the support parents with diagnosis, the EHCP process, provide play groups and parent groups.
- Physiotherapy- physio will provide exercises to help support children's physical development and help improve muscle tone. They will come into the setting and provide physio sessions and train staff on how to do the exercises and use equipment correctly.
- Downright Special- provide group session for children with downs syndrome to help support there very individualised learning, they provide training for parents and nursery settings. They will also come into setting to delivers sessions with the child's keyworker. It also provides different groups, events and support for families.

## **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 regarding 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 and 3 part communication training, so all staff have a knowledge of SEND and what they need to do next to support this. All staff will also receive in house training around SEND and will be updated on any changes by the SENCO. Some training courses attended are ASD awareness, picture exchange system (PEC's), planning and implementation training, intensive interaction, epilepsy, speech and language, foetal alcohol syndrome, introduction to downs syndrome, language in colour, communication groups, stories for talking 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. Where children are in receipt of additional support funding, we will use enhanced ratios this mean we will have an extra staff member (usually keywork of the child) with in the room, they are there to support the child when needed and to carry out set targets and interventions. We do not believe that any child should be constantly followed by an adult this hinders their learning and ability to interact without support and be independent. We will identify when the child needs us the most and adapt this accordingly.

#### **11. How will additional support funding be used?**

If a child is receiving additional support funding, we will use this for:

- Enhanced ratios
- Writing targets
- Writing reports
- Attending meetings
- Making observations
- Implementing targets
- Carrying out interventions

#### **12. 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 where 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 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. APDR'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. If a child is in receipt of early education funding, we will hold termly funding reviews to check on children's progress.

### **13. How is our nurseries physical environment accessible to Children with SEND?**

Our nursery is a two-story building with wheelchair access available. We have four 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 easily accessible outdoor space. We also have an intervention/sensory room, this is a quiet room where children can go to do targeted work and interventions without distractions.

### **14. What facilities are available for children with SEND in our nursery?**

Examples include:

- Every child's a talker
- REAL
- PEC's
- Early talk boost
- Wheelchair access
- Quiet spaces
- Assessable outdoor area
- Communication groups
- Specialised equipment
- Adapted resources such as tables, sand, and water trays
- Intervention room

**15. How will children be supported during transitions? (when moving to another Early Years Setting/school 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.

