

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

Little Fishes Nursery School

OFSTED UNIQUE REFERENCE NUMBER:

110268

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS, CARERS, STAKEHOLDERS: YES

LOCAL OFFER SUBMITTED BY:

Name	Judith Parish
Date	30/7/14
Signature	<i>Judith Parish</i>

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

- Before starting at Little Fishes, we ask for background information so that you can highlight any concerns you may have about your child's development. We would then have a private discussion with you before making an action plan of how best to support your child. We ask you to share any reports from health care professionals, so that we gain a complete picture of your child's needs.
- Every child has an online learning journal through Tapestry. We track each child's development every term so that we can see where they may need extra help.
- If your child starts when they are under 3 yrs, we do a 2 yr Check during their first term. This records your child's development in the 3 Prime areas:
 - Personal, Social & Emotional Development
 - Communication & Language
 - Physical Development
- This check is done in consultation with you and may highlight areas of concern, which we would then work on together or seek expert advice.
- Each child is assigned a key person who monitors and discusses your child's development with you. They are the first port of call if you have any concerns. The key person is usually available for a quick chat or you can make an appointment for a more private consultation. The key person will work with you and our SENCo (Special Educational Needs Co-ordinator) to support your child in their learning and development.

2. How will early years setting staff support my child?

- At Little Fishes, each key person plans the next steps for each of their key children based on their individual needs. These next steps are shared with you and activities to do at home are suggested, to support your child's learning.
- Little Fishes Special Educational Needs Coordinator (SENCo) is familiar with the SEN Code of Practice, attends the SEN support group and ensures records are kept up to date regarding information about your child's learning and progress. The SENCo and Manager establish and maintain positive relationships with parents; informing them of any progress, ensuring the staff are familiar with the SEN policy and that it is reviewed annually. The SENCo and Manager support staff with SEN key children, they liaise with the Services for Young Children Area Inclusion Coordinator (InCo) and other professionals and coordinate transitions to school.
- If the SENCo is in need of support from the InCo regarding your child, they would undertake a process of referral. A consent form with your signature would be completed and a meeting arranged for the InCo to attend Little Fishes to observe your child.

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

- At Little Fishes we recognise that every child is different and we take this into consideration when planning how best to support your child. We use the Early Years Foundation Stage Curriculum as a guide for your child's development. All staff will make observations of your child and the keyworker will decide which areas of development need to be focused on before they write an Individual Educational Plan (IEP).

- Our Special Educational Needs Co-ordinator (SENCo) helps children who need extra support. They will provide each child's key person with support and suggest activities for your child to practise. Progress will be documented in your child's learning journey and an Individual Educational Plan (IEP) will be written to support learning at Little Fishes and at home. The IEP will be reviewed termly.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Every child has a Development Folder containing assessments and termly targets, and an online learning journey containing observations and photographs. We also track their development termly, based on the Early Years Foundation Stage (EYFS) ages and stages of development. This all helps us to know what stage your child is at and what their next steps should be.
- At Little Fishes we encourage parents to be involved in their child's education. There is an open door policy, which means you are welcome to come in at any time to discuss how your child is doing, celebrate their achievements or to discuss any concerns. We send out newsletters half termly to keep you up to date with what is happening at Little Fishes and parents can always contact us in person, by phone or email. Every child has a home link book which is another way to send messages between home and Little Fishes and vice versa. We also hold end of term open mornings when parents have another opportunity to talk to staff. At the end of the academic year there is a more formal parent meeting to discuss your child's development with your child's key person.
- We will regularly meet with you to discuss your child's IEP (Individual Education Plan) targets and suggest activities to do at home to reinforce what we have been doing at Little Fishes. We can also point you in the direction of relevant parent training or support groups.

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

- Your child's key person will be present for most of your child's sessions and they will support your child in joining in with activities. When your child's key person is not in, another member of staff will act in their place.
- On arrival, your child will be welcomed by their key person and other members of staff and helped to find something to interest them.
- All staff have Paediatric First Aid and Safeguarding training. Staff will administer prescription medicine if it is correctly labelled and you have filled in and signed Little Fishes' medication form. The administering of medication will always be witnessed by another member of staff. Staff will provide personal care such as support with toileting and nappy changing.
- We regularly do risk assessments to ensure a safe environment for all children and have regular fire practices.
- Activities can be modified to ensure that your child can take part fully. Visual timetables can be used to help your child understand the routine and mood charts can help them to express their feelings. If your child is tired and would like some quiet time, the book

corner is a quiet area where they can rest.

- At Little Fishes we encourage kind and thoughtful behaviour. Should your child have behaviour difficulties, the SENCo will work together with you to draw up an Individual Education Plan (IEP) to support their needs and all staff will work together to support your child in a consistent manner.

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

- The manager of Little Fishes is a qualified teacher and most of the staff are qualified to level 3 and above in child care. All staff are trained in paediatric first aid and safeguarding. The SENCo has attended SENCo Induction Training, and attends termly SENCo meetings covering important changes, legalisation, new ideas and resources to support children with SEN.
- Little Fishes is supported by Hampshire Services for Young Children (SfYC), who will suggest ways to support children and help with applying for funding for specialist equipment.
- Parental agreement is always obtained before the SfYC team become involved with any child.
- We work with the Area Inclusion Officer and Bushy Leaze Outreach Worker.
- With your permission, we will work with all the specialist services involved with your child to help support both you and your child.

We have links with

Bushy Leaze Children and Families Centre
Eastbrooke Road
Alton
GU34 2DR
Tel: 01420 87675
www.bushyleaze.co.uk

7. What training have the staff supporting children with SEND had or are having?

- One member of staff is a qualified teacher, two members have a Degree in Early Years and 2 members of staff have a level 3 qualification in Early Years or above.
- Our SENCo has done SENCo Induction Training, and attends termly SENCo meetings covering important changes, legalisation, new ideas and resources to support children with SEN.
- All staff have Paediatric First Aid training and safeguarding training.
- Staff have attended courses on Behaviour management training

Speech and Language

- Training will be undertaken as needed to support your child.

8. How will my child be included in activities outside the early years setting including trips?

- All children are included in activities outside of Little Fishes. We try to ensure that all areas visited are wheelchair/ pushchair suitable and liaise with parents so that outings are adapted to fit your child's needs.
- A risk assessment is done prior to the visit.
- On whole setting outings, parents and carers are invited to attend so that there are no more than two children to one adult.

9. How accessible is the early years setting environment? (Indoors and outdoors)

- Little Fishes is wheelchair/ pushchair accessible and if your child is in a wheelchair, we will liaise with you to make sure that the room layout is suitable for your child.
- The garden is easily accessed and reasonably flat.
- There is one disabled toilet with nappy changing facilities.
- If English is not your first language we can try to arrange someone to translate if necessary.
- Signs and posters can be translated and or written in dual languages.
- Little Fishes can apply for grants for equipment and training to help your child.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

- Before starting at Little Fishes we will meet with you, and any agencies involved, to discuss how best to meet the needs of your child, so ensuring that the appropriate care and equipment is in place to help a smooth start to nursery school.
- Your child's welfare and development will be overseen by their key person, SENCo and the Manager.
- You can bring your child for taster sessions before they are due to start, so that you and your child can get to know the staff and surroundings.
- When your child starts, they can do shorter sessions while they are settling in.

Transition to school

- We have photograph books of local schools, so that the children can familiarise themselves with the staff and schools. We also have some items of school uniform, which the children use for dressing up.
- We will organise a Transition Meeting with you, the school and the professionals involved with your child, so that the school can ensure that the necessary care and equipment will

be in place when your child starts.

- Teachers from the local schools visit Little Fishes.
- On leaving Little Fishes, your child's transition form (detailing your child's progress in the 7 areas of the EYFS) and their progress tracking sheet will be sent to the receiving school. You will also receive copies in their Development Folder.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

- All children receive up to 570 hours per funded year of free early years education the term following their third birthday.
- We also offer the additional 30 hours funding for children eligible.
- Little Fishes is also registered for 2-year-old funding, which is accessible to families who fit the criteria as detailed on the SfYC website.
- Additional funding can be claimed for children with special needs (SEN). This funding is allocated to enable your child to achieve their full potential, such as one to one support, appropriate toys to help development and any specialist equipment and training.

12. How is the decision made about what type and how much support my child will receive?

- If your child has already been diagnosed as having special needs, a Team Around the Child (TAC) meeting (which includes all those involved with your child's care) will be organised before they start at Little Fishes.
- If you are concerned about your child or the key person has identified a problem, then a meeting will be organised with you, the key person, SENCo and Manager to discuss ways to support your child.
- With your permission, the area inclusion officer and outreach worker may be contacted to provide extra information and support.
- Reports from professionals working with your child will be used to plan support for your child. The SENCo, along with you and the key person will decide on targets for your child's development, which will be put on an Individual Education Plan (IEP) which will be reviewed half termly.
- Regular staff meetings ensure that all staff working with your child know your child's needs and how to support your child.

13. How are parents involved in the early years setting? How can I be involved?

- You are encouraged to come in to Little Fishes to read stories to the children or talk about your job or share hobbies which would be of interest to the children, such as music, gardening or cooking.
- We have open mornings in the Autumn and Spring terms when parents and carers are invited to come in and join their child playing and learning.

14. Who can I contact for further information?

- Before your child starts at Little Fishes you should contact Judith Parish, the manager, if you would like to discuss your child's needs.
Tel: 01252 794617, littlefishesnursery@gmail.com
- At any time, you can talk to your child's key person, the Special Educational Needs Coordinator (SENCo) or the manager about any concerns you have.
- The Services for Young Children, Area Inclusion Team, Portage and Children's Centres would all be able to provide information and advice.