

Little Angels Local Offer

Little Angels is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

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

- At Little Angels Nursery we have proven experience and pride ourselves with the ability to identify children requiring extra help.
- All About Me forms and Education Healthcare Plan (EHCP) will provide information relating to a child's particular needs which will help the staff to put in place specific support prior to a child starting nursery.
- Parents are encouraged to speak to a child's key person or SENDCO. We have an open door policy so parents do not need to make an appointment. Parents can speak to staff at the beginning of the session or at pick up time, or by telephoning the nursery and speaking to the SENDCO. Parents will be able to speak to staff about their concerns in a quiet confidential area.
- At Little Angels we use Key person approach, with each child having a keyperson and buddy. Their roles is to develop a close trusting relationship with both children and their parents/carers.
- who will carry out regular observations, assessments and will monitor a child's progress.
- The key person uses a host of assessment tools e.g 2 year old developmental check (where appropriate), ELMT as well as a termly development tracker covering all 7 areas of development contained in the EYFS. This helps identify areas of a child's development which may require extra support and further assessment.
- If a parent has expressed a concern regarding their child's development or a member of staff has notified the SENDCO, a meeting will be arranged with parents to discuss a child's needs. If necessary, an Individual Support Plan will be created; clear targets will be set and reviewed every 6 weeks.
- If the SENDCO is concerned about a child's progress (or indeed a parent is concerned) an Early Help Assessment (EHA) is completed by the Manager/SENDCO and family. The EHA creates an holistic

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picture of the child's progress and their needs and helps determine which services are best suited to meet the needs of the child.

2. How will early years setting support my child?

- The Manager and SENDCO will oversee the planning of your child's education. It is the responsibility of the Manager and SENDCO to liaise closely with parents and outside professionals to create a realistic plan to support the needs of a child. Any assessments and reports made by outside agencies are sent to the SENDCO and incorporated into creating targets in a child's Individual Support Plan (ISP). A child will be set 3 targets relating to their needs which will be assessed and reviewed by the SENDCO. If certain targets are achieved, new targets will be set or existing ones will be altered to meet the needs of the child. The key person will work using these targets, with the child in a 1:1 or group situation depending on the child's needs. The SENDCO, keyperson and parents work closely to review the child's progress.
- The Manager/SENDCO can also invite the Early Years Child Services to provide additional support and strategies which best fit the needs of the child. Parents will be invited into the nursery to discuss these.
- If a child has additional needs and is not making progress, a EHCP is completed. A plan will be created where the child will be referred to the appropriate professional and if needed a team around the child (TAC) made up of professionals from health and education is set up to support the child and their family.
- Staff regularly attend relevant training courses and workshops. The SENDCO also attends SEN forums where up to date SEN information is discussed and shared.

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

- Each key person/ buddy carries out regular observations of children. Activities are planned each week and these can be adapted to meet the needs of the individual child.
- An ISP sets targets which have been specifically designed for the individual child.

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- Funding can be applied for so that additional staff can be implemented to support a child in a 1:1 or group activity.
- The environment can be adapted and funding applied for, to ensure that it is best suited to the needs of all children. The nursery has wheel chair access and a disabled toilet.

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?

- ISP's are reviewed every 6 weeks and parents are invited to discuss their child's progress and their next targets.
- Regular feedback on their child will be given. Meetings can also be arranged to discuss their child's progress.
- Parents can arrange to view their child's learning journey and their trackers at any time. Their key person or managers will offer suggestions and guidance to parents about their child's learning at home. Parental involvement is an integral part of this process and we believe parents are an essential part in contributing to the support for children with special educational needs.
- We hold a parents meetings which allow parents/ carers to come and talk with their child's key person and discuss progress.

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

- All About Me/EHCP forms provides us with information which helps to create an holistic picture of each child. It gives staff an insight into a child's interests, likes and dislikes as well as any specific medical needs or existing special education needs.
- We have policies and procedures in place to ensure that a child's wellbeing is supported.
- We use 'wow' moments, for special events or achievements that happen when they are not at nursery, so that as practitioners can build on the child's learning which further strengthen home to nursery relations.
- The majority of staff are Paediatric First Aid trained.
- Permission forms and administration of medicines is carefully recorded in accordance with our illness and medication policy.

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- We work closely with other professionals who can provide support for children and their families. We liaise with professionals from Children's Centres, outside agencies such as Physical, Sensory Support, and REMA.
- The SENDCO monitors a child with special educational needs and will discuss their findings with all staff and parents ensuring that the well being of the child is supported.

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

- If a child requires support from outside services, parents will be consulted prior to any support actioned. Some specialist services will attend the setting and observe children in the nursery environment.
- Children's Services offer advice to parents offering parenting classes, playgroup schemes.
- The SENDCO can refer a child to specialist services which may include speech and language therapist, occupational therapist, health visitor, GP and Paediatrician. Specialist services are also available at Children's Services making this convenient for parents to access.
- The SENDCO can apply for a grant which can be used fund additional SEN staff to provide support in a 1:1 or group situation.
- The setting is in contact with Early Years Child Services which offer invaluable support and expertise. They will observe and discuss a child's needs with the SENDCO and parent. They will recommend the next steps and offer advice and support to the setting and parents.
- The Setting can have contact with REMA who offer advice and support to children and their families who have English as an additional language. Physical, Sensory Support is also available to access and support children.

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

- The SENDCO has to attend a Code of Practice and Inclusion course.

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- The SENDCO attends regular SEN forums, run by Surrey County Council offering an opportunity for Sencos to meet from a range of different settings.
- Staff attend Surrey County Council courses and workshops
- The SENDCO and Manager have attended SEND Briefings - which outlined the changes which will be implemented from September 2014.

8. How will my child be included in activities outside the classroom including school trips?

- The setting sometimes organise trips into the community e.g visiting the local library. A risk assessment is carried out to ensure that access is suitable for every child. Additional staff are included if necessary. Parents are also invited to join us as helpers.

9. How accessible is the setting environment

- Wheel chair and pedestrian access to hall.
- Car Parking available.
- Double door access to the entrance to the setting.
- Use of disabled toilet and changing facilities.

10. How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- A meeting can be arranged with the SENDCO and parents to discuss the individual needs of their child
- Information will be gathered through a variety of means e.g All About Me Forms/EHCP. Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

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- Settling - usually an induction session is arranged in the term before a child begins nursery. Parents can bring their child and meet their key person. The child will be able to stay for a settling period usually for an hour. However, if a child is not settling we will of course contact the parent and arrange for the collection of the child. A gradual settling process may then be required. This is discussed and agreed with parents on a case by case basis.
- Each child is allocated a key person and buddy to help a child settle. If necessary, a member of staff will telephone or text parents to let them know their child has settled.
- **Transition to School:**
 - The Manager and SENDCO will complete a transition report which informs the receiving school about the needs of the child. With permission, information such as their ISPs, will be shared and a meeting will then be arranged usually in the 2nd half of the Summer Term. The meeting will include parents, SENDCO, the School Senco and any invited additional professionals to meet and discuss the child's needs to ensure that a smooth transition is made from nursery to school.

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

- The setting can apply for various grants including discretionary funding for individual support and an inclusion grant for group support. The funding can be allocated to employ additional SEND staff who can provide 1:1 support, meeting the child's specific needs set out in their EHC plan.
- To ensure families and children whose first language is not English, fully access information about the nursery; staff will ensure that information is explained and if necessary will approach Children's Services to provide further support in providing a translation service. REMA can also be contacted if the setting requires further support.

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- Once the needs of a child are established, funding can be applied for so that specific resources can be purchased to meet the needs of each child.

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

- A decision about the type of support needed will be based on discussions with parents, child, SENDCO and the recommendations made by the relevant professionals.
- A child's EHCP will help to provide staff with information about a child's specific needs and an informed decision can then be made.
- A Personal Budget may be available to families to choose how to support the child or young person.
- Discretionary funding can be used to allocate specific staff with relevant experience and training to provide 1:1 support.
- The SENDCO will create an ISP designed to provide specific targets and support.
- The ISP is reviewed every six weeks. The SENDCO will liaise with a child's key person and a meeting then arranged with parents to discuss the next steps.

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

- Parental involvement in a child's development at nursery is essential.
- We value parents' sharing their knowledge about their child's needs, interests and progress.
- Parents are encouraged to fill in the compliments and comments book.
- Parents are able to arrange regular informal meetings with their key person or the SENDCO.
- We have an Open door policy
- In Lions the year before the children are due to start school we offer stay & play sessions for mothers, fathers and grandparents.

14. Who can I contact for further information?

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- Key person and Manager is available to discuss your child's progress
- The SENDCO is able to discuss your child's support and education.
- If you have any concerns about your child, please speak to the Manager or SENDCO.
- Please contact the Manager to arrange a viewing, settling session or for any additional information about your child's needs.
- The SENDCO is Mrs Lorraine Smith. Mrs Smith can be contacted on the nursery phone number: 07760976981
- Additional advice and information can be found on your local authority website - surreycc.gov.uk, or Children's Services, Partnership with Parents, your Health Visitor and GP.

Date Reviewed	Reviewed By	Position	Next Review
15/01/2017	L Jones	Owner	As Required