

Early Years Extended Local Offer Response

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 Angels at Play day nursery we ensure that all staff receive regular SEND training. We also have two designated people who are responsible for SEND within our setting, Martin Flint who is responsible for our children in Pre School, and Laura Harris who is responsible for our children in the Under 2's room. Jade Spalding, our nursery deputy is also supportive in completing relevant paperwork and seeking additional support from outside agencies and lead professionals.

Our setting has policies and procedures in place which promotes inclusion and equality of opportunity. We provide an environment in which all children, including those with special educational needs (SEND) are supported to reach their full potential. We firmly believe that all children are 'special' but that some may have individual needs more so than others. We are committed to the integration of children with individual needs.

Your child's key worker will inform the SEND coordinator of any concerns regarding progress and development in relation to the Early Years Foundation Stage Framework. In this way we will ensure that we work in partnership with you to help your child reach their full potential. This may involve us seeking advice from, or referring to, other healthcare professionals such as health visitors, speech and language therapists or educational psychologists.

This early identification ensures that your child is given the very best care and education from the early years to support them in their future progression.

2. How will setting staff support my child?

All of our staff attend regular training courses and they are experienced in monitoring and assessing children's learning and development. Our SENCOs regularly attend up to date SEND courses and have a wide range of experience helping children with differing needs and abilities.

Prior to your child starting their nursery experience with us at Angels we will arrange a number of visits which enables us to gather as much relevant information regarding your child's learning and development as we can. We find out all of their likes and dislikes so that we can support them as much as we can with their learning and development. If your child has an identified need prior to starting nursery then please ensure that we are informed so that we are able to work in partnership with you, putting all necessary support procedures in place. For example, additional staff training, differentiation of planning and assessment and organisation of our environment.

Every child at our setting has a key Carer. In short a key Carer has the responsibility for the well-being, the safety, the nurturing and the development of the next generation in their hands. It is a role that staff value above all else and the key Carer is continually striving to promote children's learning and development. The key Carer regularly completes observations which contribute to our developmental records. If a concern is expressed by a member of staff or brought to our attention by a parent or other professional about a child's progress or behaviour, in-depth observations are completed by the Key Carer or Room Supervisor in the first instance. A review meeting will be held with the parents, the nursery's SEND, Nursery Manager, and any other relevant nursery staff. This will enable everyone to meet, share knowledge about the child concerned and agree actions and/or strategies to move forward. With parental agreement, other professionals would be contacted to gain further information and advice. We also work closely with our local children's centre. We recognise the importance of working in partnership with parents and the nursery SENCO (s) will work closely with you and your family to ensure that you are involved at every stage of monitoring, reviewing and decision-making. We will also liaise with other professionals involved in your child's care and education.

Your child's Key Person will support you and your child manage the transition into nursery and ensure that they feel safe, secure, valued and happy at nursery. We also work closely with the school setting, ensuring that all information is passed on and the child's transition into school is smooth.

3. How will I know how my child is doing?

Our staff work on a shift pattern, however, our Key Carer groups have two Key Carers per group who do alternating shifts so that our parents/carers can always receive feedback from one of their Key Carers about their day.

In our Under 2's room we provide 'Happy Charts' providing information about their child's day. Staff will then go through these with our parents at the end of each session.

In our Pre School room we verbally handover to our parents at the end of each day.

Our Under 2's room and our Pre School room write a daily day diary of all of our activities, experiences, news shared and parental involvement.

Our display boards also inform parents about our daily activities and about what we will be learning about throughout the week. Our parental involvement provides opportunities for our parents/carers to become involved in their child's learning.

We also provide a communication book for parents of children who are unavailable to collect, or have English as an additional language.

The needs of your child will be our priority at all times and if regular formal meetings are required to discuss progress, then we will ensure that these are scheduled in at a

mutually convenient time. We also hold regular parents evenings once a term. Your child's Learning Journey is available in the room for you to view at any time at nursery and both the SENCOs and the Key Worker are happy to discuss progress at any time. This can be done in person, via telephone or via e-mail if preferred.

We encourage you to partake in celebrating your child's achievements through parents contributing to their child's learning journals by writing about their weekend or holiday news and bringing in photographs from home of 'Me and my Family'.

Staff regularly complete observations and assessments in order to record your child's learning and development. In addition we will also create an IAELD in order to establish which areas of development need supporting.

4. How will the learning and development provision be matched to my child's needs?

You as a parent are your child's educator first and foremost and we value your contributions in assessing the 'starting point' for your child.

Through observation and assessment, we will plan for your child's individual learning and differentiate activities accordingly. This individualised learning plan will also incorporate advice and guidance from other professionals to support your child's starting points and help them to progress.

5. What support will there be for my child's overall wellbeing?

We ensure that your child's holistic development is provided for through the implementation of individual plans, adaptation of the environment and the curriculum and through the involvement of other professionals.

Settling-in sessions are provided for all children to support a smooth transition. We will also offer you additional settling in sessions prior to starting at our nursery whereby you and your child will be able to meet with your child's Key Carer in order for them to gather as much information as possible regarding their likes and dislikes. This also provides opportunity for your child and their Key Carer to start to build a positive relationship.

Staff are paediatric first aid trained. If your child has specific medical needs, practitioners will be trained to react to any specific medical conditions. We can also administer any medication **prescribed** by a GP or specialist and staff will be trained in the use of any specialised equipment. Parents and nurses are also welcome to come to our setting to administer any medicine(s).

The role of the child's Key Carer and our SENCOs is to support and enhance the growth and development of your child. Any concerns and support strategies will be discussed, monitored and reviewed on a regular basis. Funded one-to-one support in the nursery will be accessed from County where this is available.

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

Martin Flint and Laura Harris are our designated SEND people. Martin has worked with our company for ** years and has had experience with ***. Laura Harris has worked with our company for eight years and has a lot of experience within the Under 2's with regard to learning and development.

We work in partnership with our local children's centre as well as other lead professionals. Our staff often attend sessions at our local children's centre and we display leaflets and information in our nursery reception.

During the transition from nursery to primary school, teachers from the new setting visit your child at nursery to support a smooth transition to 'big school'. Information regarding your child's age and stage of development, medical needs and access requirements will be shared with the new setting with your permission.

7. What training and/or experience do the staff, supporting children with SEND, have?

All staff have a lot of experience with working with children with special educational needs and all have relevant early years learning and development qualifications.

We work closely with parents and external agencies/professionals to ensure that we effectively support children with additional needs to enjoy and achieve.

We have 3 fully trained SENCOs who work closely alongside each other to support the needs of the children.

8. How will my child be included in activities outside the setting?

We will discuss your child's needs with you to ensure they can be included. Your child will benefit from all activities outside the setting and full risk assessments will be carried out to ensure all health and safety requirements are met with regard to inclusion. You would be most welcome to join your child on outings outside of the setting and we would arrange this in consultation with you.

9. How will I be involved in discussions about and planning for my child's learning and development?

At Angels we will always keep you involved in discussions and planning regarding your child's learning and development.

We will always gain parental consent prior to seeking advice/support from outside agencies and other professionals.

We value the importance of working in partnership with parents/carers in order to support your child's learning and development to its full potential. Therefore, we will feedback to you regarding what was discussed with other professionals at a time that is convenient with you. We will also provide you with a copy of this for you to refer to along with any additional learning targets so that you are also able to work on this with your child at home.

We ask you to contribute to your child's learning journal by bringing in photographs from home. We encourage your child to share these with their Key Carer and friends. We also keep you involved in working towards your child's 'next steps' from our observations. Your child's learning journey will also be available in the room for you to look at on request.

10. How accessible is the building / environment?

At Angels we differentiate all of our activities and experiences in order to meet all children's individual needs and abilities.

We always plan in anticipation of a child with any Special Educational Needs starting with us.

We will also purchase any resources and equipment necessary in order to support your child's learning and development or enhance their nursery experience.

We also have a disabled toilet in our reception area.

11. How will the setting prepare and support my child with transitions between home, settings and school?

We support transitions between your child's home, nursery and their school setting whilst working in partnership with our local children's centre and other lead professionals. We also gather information about the school that your child will be moving on to and with parental permission we share as much information as we can in order to ensure that your child's transition is as smooth as it can be.

When starting nursery you and your child will be welcome to have a show around visit around the nursery. We will then invite you in for a family visit nearer to the time of your child starting with us. We will then offer them a free three hour session whereby your child can stay and play. We also offer additional settling in sessions where needed. You and your child will meet their new Key Carer on all occasions in order to begin to build positive relationships with you and your child. We will also be willing to do additional home visits.

Before your child starts their school transition, with your consent we will invite their school teacher in to visit them in their nursery setting. We will also visit your child's school with your consent. We are more than happy to take your child to their new

school for additional stay and play sessions in order to familiarise them with their new environment.

12. How will [the setting's] resources be used to support children's special educational needs?

We use a varied range of strategies to support children with special educational needs. We use visual timetables/communication boards (using pictures and symbols) in order to support children whom have speech and language delay or English as an additional language. Additional resources will be made available for your child's specific needs as required.

13. Who can I contact for further information about the Early Years Offer in the setting?

Elaina Camenzuli (Nursery Manager)

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