

Briar Dene Childcare

Local Offer – October 2019

The Setting:

Our Inclusion policy states we offer places to ALL children, regardless of any special needs or disabilities. We are a full-time term time setting and we offer a popular 5-day Club during the February half term, Easter break, May half term, summer holidays, October half term, and Christmas holidays. We are registered for up to 20 children aged between 2 – 4 years old per session, and always ensure we have the correct staffing ratio to meet all children's needs. The Manager is Zoe Tydd, and SENCO is Calluna Young, both of whom have training in special educational needs, through both experience and a variety of courses and training programmes.

Accessibly and Inclusion

Our setting is accessible for all children whom attend Briar Dene, as we have two entrances to the building, one of which is wheelchair accessible. We also have parking available at the front of the nursery, and the drive to the side. This ensures that all parents/carers are able to park close to the setting, in order to meet their child's needs. We have a purpose build facility with an open plan setting all on one level and we also provide a wheelchair accessible toilet, of which has handles to allow capable children to use the bathroom independently. In addition to this, all children have free flow access to a safe and secure enclosed outdoor garden and all-weather play area. The play area has wide doorways and level flooring, so all children can enjoy and explore both the indoor and outdoor environment. We also ensure that all resources such as tables, planting areas and toys are on a low level, so that every child can access different activities and play resources, and all toy boxes are labelled using pictures/signs so that children have visual aids as well as the wording. We have some information for parents/carers available in reception, and additional/specialised information available on request. Within the setting, we ensure that we are including children of all different needs by, for example, displaying different language on the walls, and liaising with parents of children whom do not have English as their first language, by asking them for simple words in which we will require in order to communicate with the child. We also offer newsletters and additional information in different sized fonts, to ensure that every person receives the vital information about the child or setting that they need.

Identification and Early Intervention

Within the setting, we work very hard in order to ensure that all children's progress is monitored and assessed on a regular basis. In order to do this, the Early Years Foundation Stage framework is in place in all areas for all children, and due to the small size of the setting, we are able to closely observe and monitor progress, and are therefore able to identify and indicators of special needs requirements at an early stage. If you as a parent

feel your child may have special educational needs, we advise you to liaise closely with the SENCO at the setting and have a meeting to discuss your child's progress and stages of development within the EYFS. After doing this, with parental consent, we would advise that a request for guidance is set up, as well as ensuring that you and your child are able to attend local classes and groups to liaise with other families and professionals.

All members of staff work hard and use their knowledge and experience in order to identify special educational needs. In order to do this, we regularly plan for children, using our key person system, in order to ensure that all children are on track in regard to their development. We also use baseline and summative assessment work sheets in order to thoroughly check that children are on track with the EYFS (Early Years Foundation Stage) monthly. If members of staff recognise that a child is delayed in certain areas, the settings SENCO is informed, where further action will take place, as well as liaising with parents and outside professionals. We also use the two-year check assessments in order to create an accurate picture of where the child is at developmentally, and also to assess if any early indicators are given which may suggest the child has special educational needs.

All members of staff have excellent parent/carer relationships, leading to open and honest dialogue. This therefore means that parents usually feel very comfortable in liaising with members of staff and voicing any concerns they may have about their child. Feedback from parents in regard to their child's development is greatly encouraged, and we hold parents evening every term in order to give parents an update on their child. This also offers the parent an opportunity to, again, voice their concerns and also to have private/confidential conversations with their child's key person. In addition to this, all staff are aware of their SEN responsibilities, through training and advice given by professionals such as inclusion teachers and speech and language therapist's.

Whilst assessing the child, we always use the graduated approach that our setting follows. This means that we always assess, plan, do, and review, therefore giving us a regular understanding and update in regard to the child's progress. This means that we are able to make accurate decision about how to help the child, which intervention is needed, and what outside bodies to liaise with in order to ensure the best outcome for the child in our care. If the activities planned for the child do not go to plan, we are then able to review why, and plan another activity more suitable for the child. In regard to making a decision about the child's additional support from within the setting, the SENCO will liaise with outside bodies that are appropriate to the child's needs. We can also make decisions through meetings such as TAF meetings, which allows the SENCO to discuss the child's needs with many outside bodies, therefore allowing everyone to come up with an overall approach and different techniques in order to support the child. We always ensure that the paperwork we fill out is contributed towards these decisions, such as the request for guidance, the child's chronology, and different reports from professionals that work with the child. Parents can be included in this approach by attending meetings, having opportunities to voice their concerns and opinions, and having regular updates on how to use different techniques at home, to ensure continuity in both the setting and home environment. We regularly deal

with and have a good relationship with a number of outside agencies, which enable us to support the family of any child with special needs.

Teaching and Learning – Practitioners and Practice

We emphasise the important role the nursery plays in nurturing and educating the children in our care through the development of the children's abilities to observe, explore, investigate, imagine and problem solve. The key worker system is in place for all children, and members of staff listen to and observe children's choices of play, activities and their interests. We then record information and plan future activities and opportunities for that child in the seven areas of learning and development. This works well for providing new opportunities for all children, and gives them a good understanding of life, and their role in it. If a key worker has a child with special educational needs, we would use a **different version of the EYFS**, which is broken down further and helps practitioners to support children with SEN to a greater extent. We would also be much more thorough when observing the child, using different approaches such as visual aids in order to support the child's understanding of the activity. The SENCO will also work closely with these key workers, offering them support, guidance and further knowledge on how to support the child if needed. In addition to this, we will work closely and liaise with the child's parents/carers and any outside agencies to ensure we have a clear understanding of how and what needs to be in place for a child with special education needs.

Due to our close relationships with all parents at Briar Dene, we are able to comfortably liaise with them, and share any information about their child. This therefore allows us to have regular conversations with the parents about how they can support their child at home, and different techniques that we use at the setting; to ensure that there is continuity both at home, and at nursery. This means that the child will benefit from activities that are put in place, as they will be learning all the time. We have termly parents evenings, which allows the child's key worker to sit with parents/carers, and discuss the child's learning, any delays and what we plan to work on in the future, as well as allowing the parent/carer to look at the child's files, again giving them an opportunity to find out about the learning plans that are put into place, as well as the activities they can carry out at home. If the parent has any questions about how to support their child at home, or any concerns, they can talk to their child's key worker at collection/drop off time or can plan a meeting if needed.

In addition to this, we always ensure that we are continuously making parents aware of the training courses or events that are happening outside of the setting. We often find out about these courses through outside professionals that we work closely with, such as specialist teachers, and are able to pass the information on to parents by handing them leaflets that we receive, verbally, and through our monthly newsletters. We are also able to email parents the information, if they find this to be an easier way of contact.

We also always ensure that the child is able to express their views in regards to their learning plans, and always ask them questions about how they feel and what they would like to do next, and provide many opportunities for the child to express their views through both play

and one to one activities. We also allow the children to select games and toys to plan an activity around, and give them choices of activities e.g. maths, expressive arts and design, to allow them to feel involved in their learning.

What special support can I receive, and how is it accessed by the setting?

Here at Briar Dene we work hard to ensure that there is a secure relationship between both the members of staff, and other professional and outer bodies. Our SENCO works regularly with specialist professionals, such as speech and language therapists, child's play therapists, health visitors and specialist teachers, to ensure that we are continuously providing the correct support for each child's individual needs. The specialist teacher visits our setting termly, and is always available to observe a child, liaise with parents/carers, or offer any advice and support in regard to how to help your child develop, and what techniques may benefit them. If a parent has any concerns in regard to their child's development, they are always advised to talk to the settings SENCO, who can then contact specialist professionals and, with your permission, arrange meetings or observation dates, that the parents are welcome to attend. In addition to this, all staff are trained to the minimum of level 3 in childcare and development and have access to a variety of training linked to child development. Some members of staff have experienced specialist training such as paediatric first aid, SENCO training, and speech and language training e.g. social communication workshops. With regular advice from outside professionals and specialist teachers, our staff are provided with further techniques on how to help support your child, and what intervention to put in place if we have any concerns. With this knowledge, all our staff are confident in providing the best learning experience for your child.

How is my child's progress being reviewed, and how can I be kept updated/included their progress?

At Briar Dene, we continuously ensure that all of our key worker files are up to date and monitored/reviewed on a regular basis. We use the approach of plan, do and review, to ensure that each activity is suitable for the child, and also to check if the child has reached any further milestones through play or planned activities. We use weekly planning sheets to plan for the children, which we then match up to the EYFS, ensuring that we are helping children reach new goals on a weekly basis, and also to identify any concerns or delays in any of the 7 areas of development. Where concerns are identified, we work closely with parents/carers to ensure a child focused action plan is in place, and, with your permission, contact relevant outside agencies where necessary. The key worker files are available and accessible to all parents/carers, to view within the setting, and planned parents evening are held on a termly basis in order to discuss the child's progress, and how you can support/plan for them at home. This also provides the parent/carer with opportunities to voice their concerns and opinions, therefore ensuring that parent and practitioner are providing a continuous approach for the child's learning.

In addition to this, at Briar Dene we have an electronic app, which allows us to share observations and adult lead activities with parents every day. Doing this allows the parent to

see how we work with the child at nursery, therefore giving them ideas of how to support the child at home. This app also allows parents to post activities of what they do with their child at home, which allows the key person to remain updated in regard to the child's progress and milestones they may be reaching outside of the setting. By using this app every day, it ensures that both the parent and key person are always up to date on the child's progress, and also helps up to have an overall picture of the child's development, by comparing the activities at home, and at the setting.

How will my child be supported with the transition of starting nursery, or the transition of changing Nurseries/starting School?

To help your child with the transition of starting our nursery, we offer settling in visits, which allow both the parent and child to become familiar with our setting, and also their key person. During these visits, our members of staff will be able to learn about your child's play interests, as well as their likes and dislikes, and we will liaise with you in order to learn about your child's individual needs and routines. During these visits, you can stay with your child and support them through their transition, or, if they seems quite settled, you are welcome to leave your child in our care for 1-2 hours, allowing them to become familiar with the drop off/pick up process. However, the duration of the stay is always discussed with the child's key worker, so that everyone feels confident in the decision.

During these visits you will also be provided with an 'all about me' booklet, which includes, for example, pictures of your child's favourite things, further information about their play interests, their daily routines, and comforters they may have. This booklet ensures that we know as much as possible on how to support your child during their settling in process, and to ensure a continuity of care, helping your child to feel happy and secure. We also liaise the with you and have a short meeting in order to complete the child's baseline assessment, therefore setting the foundations for our planning process, ensuring that all our activities meet your child's needs and stage of development. During the process we can also identify any delays in development and initiate early intervention on order to work on these areas. If you have any concerns about your child settling into nursery, we will work closely with you, offering a plan and advice to help settle your child, through lots of discussions and reassurance, and introducing both yourself and your child to their key person. We would suggest a gradual start, including more settling in visits, the time of which would be increased according to your child's progress, until we feel that your child is ready to attend a full session.

Transitioning to another setting or to school:

During this process, with your permission we will pass on your child's learning journey. This includes observations of your child and milestones that they have met whilst with us, therefore allowing the new setting to fully understand your child's needs and stages of development. This means that your child will have a smooth transition and will continue to be supported accordingly. If possible, we will also arrange a meeting with your child's new key worker, and will also invite them to our setting, if they are able to attend. In doing this, it provides us with an opportunity to discuss any needs the child may have, and also to

suggest any adaptations or techniques the child's new key worker/teacher can use in order to support them fully and enhanced their understanding. Parents are greatly encouraged to attend these meetings to offer their suggestions and any concerns they may have throughout the transition process.

Who can I contact for further information?

We would suggest that you contact your child's key person if you have any concerns or require further information about your child's development or learning process. The key worker will be supported by the nursery manager and SENCO, of whom will work together to signpost you to care professionals who can offer you support and advice. As well as this, with your permission we are able to make referrals for specialist help, who again can support both yourself and your child. We strongly advise that you always communicate your feelings with your child's key worker, to ensure that your child is always receiving as much support at possible.