



WHITEHILL CHILDCARE SERVICES Local Offer: Special Educational Needs and Disabilities ('SEND')

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

We identify children with special educational needs and disabilities via the following processes:

- During your child's pre-starting visit (prior to starting with us) we will discuss if you have any initial concerns or requirements. All parents/carers are also required to complete a Registration Form and Child Profile document which gives them the opportunity to document any early concerns or additional needs.
- All children will be allocated a Key Person who will carry out ongoing observations and assessments documented in their Learning Journey, which play an important part in helping parents, carers and us as practitioners to recognise their progress, understand their needs and plan suitable activities and support.
- Progress check at age two – when a child is aged between two and three, we review their progress through a short written summary of their development in the prime areas. This check will identify the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, we develop a targeted plan to support the child's future learning and development involving parents/carers and other professionals (for example external health professionals) as appropriate.
- We have a designated member of staff who fulfils the role of Special Educational Needs Co-ordinators (SENCO) and we give her name to parents/carers as a point of contact. Our SENCO is: **Miss Linda Gill**.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We monitor and review our Special Educational Needs and Disabilities policy, practice and provision annually and, if necessary, make adjustments.

If you have any concerns about your child at any time, we would actively encourage you to speak to your child's key person and/or Nursery School Manager. You can also raise any concerns with your child's Health Visitor or GP.

2. How will staff support my child?

- We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the staff at Whitehill Childcare Services.
- Your child will be allocated a Key Person (whose photo is displayed in the appropriate cloakroom). The Key Person is responsible for the induction of the family and for settling the child into our setting, enabling them to feel safe and confident. The Key Person offers unconditional regard for the child and is non-judgemental.
- Your child's Key Person will work with you to plan and deliver a personalised plan for your child's well-being, care and learning.
- Two members of our staff are designated Special Educational Needs Co-ordinators (SENCO) and their role is to work with your child's Key Person to oversee and plan

their setting based support plan. The SENCO will also liaise with external agencies to arrange multi-disciplinary meetings where applicable.

- If required, an Individual Needs Learning Assistant will work with your child to allow them to fully access all areas of the EYFS Framework, curriculum and our premises.

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

- With input from parents/carers, your child's Key Person and the SENCO we provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- Your child's Key Person and SENCO will create a setting based support plan to support your child's learning and development and we are also able to request support and advice from external agencies to allow children to fully access all areas of the EYFS Framework, curriculum and premises.

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?

- We will review your child's setting based support plan with you at the end of every term, discussing your child's progress and the agreed next steps.
- We operate an open door policy all year so you are able to speak to your child's Key Person at any time.
- In addition, we also arrange parent/teacher consultations twice a year for all parents/carers to attend.
- We will arrange meetings with parent/carers and external agencies to discuss your child progress at the setting and at home. We can also discuss ways in which you can contribute to your child's next steps at home.
- Your child will have an individual Home School Contact Book which we use to communicate specific information to parents/carers. You are also encouraged to write any updates/information you feel would be useful for us to know about your child.
- Observations and assessments are carried out regularly and are documented in your child's Learning Journey which is sent home for you to read/contribute to at the end of every term.
- Your child's Summative Assessment will inform us of your child's progress during their time at our setting.
- Parents/carers are welcome to attend specialist training courses with staff (where applicable). For example, some parents have previously attended our Autistic Spectrum Disorder information sessions. We have also organised joint Makaton training for staff and parents/carers.

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

- Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Our practices and procedures adhere to our Behaviour Management policy at all times.
- We use effective behaviour management strategies to promote the welfare and enjoyment of all children attending our setting. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies.
- We focus on ensuring a child's attachment figure in the setting, their Key Person, is building a strong relationship to provide security to the child.
- Parents/carers are regularly informed about their children's behaviour by their Key Person. We work with parents to address recurring inconsiderate behaviour, using

our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

- While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.
- Your child's Key Person is responsible for the correct administration of medication. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the Key Person, the manager is responsible for the overseeing of administering medication.
- No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.
- We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.
- Our staff talk to the children regularly about their views and ideas to action them where possible. Our daily planning sheets show where the children's views and requests have been incorporated into planning for each individual child.
- We use the 'next steps' sheets in the children's Learning Journeys to document their interests and the children have access to cameras to take photos of what they like and dislike to make displays/picture books.
- We can apply for an Early Years Inclusion Support Fund (EYISF) from East Sussex County Council (where applicable) to help to further support your child whilst at our setting.

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

- We are guided by the specialist professionals working with your child as to the type and support your child receives. This support will be described in the child's Educational Health Plan (EHC) which will be written in conjunction with parents and all professionals working with the child.
- Our staff undertake professional development on an ongoing basis to ensure they are fully qualified and experienced in supporting children with Special Educational Needs and Disabilities.
- We work in partnership with a variety of specialist services such as Early Years Support Teachers, Speech and Language Therapists, Local Children's Centre, Occupational Therapists, Physiotherapists, Educational Psychologists, Multi-disciplinary meetings, Children's Services, Common Assessment Framework (CAF).

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

- Two members of our team have completed SENCO training and attend the Inclusion Support Groups run by the Local Authority three times a year. These meetings provide an opportunity for them to discuss challenges and to identify possible solutions.
- Our staff have attended an information course on Autistic Spectrum Disorder and a few members of our team have carried out specialist training in Makaton. One member of staff has also attended specialist training in lifting/handling children with little or no mobility.

- We encourage all staff to undertake additional training (where applicable) to support any additional needs of children attending our setting.

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

- A staff ratio of one adult to two children will be applied on any outings off the School premises unless a child requires a one to one support during an outing. Assistance from parents/carers would be gratefully received. Full written details of the trip will be given to parents/carers in advance. Parental consent will be sought before any trip is arranged off the School premises. Trips to the nature trail in the School grounds can be staffed under the usual staff/child ratios. Risk assessment will be undertaken.
- Contact details, first aid kit, medication and a mobile telephone will be taken on every trip by the staff. At least one member of staff will attend who has a Paediatric First Aid certificate.
- Contingency arrangements will be made for any child with special educational needs so that the child can accompany the rest of the group.

9. How accessible is the setting environment?

- Our purpose built premises and outside area are fully wheelchair accessible and are on the ground floor.
- We have access to a disabled toilet/changing facility in the Ashdown Primary School premises and we have our own low level toilet facilities and changing area.
- Our furniture is suitable for varying age groups and we can apply for an Early Years Inclusion Support Fund for any additional equipment/aids to support individual children.
- Whitehill Childcare Services is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion. For example we would contact interpreters through the Traveller and English as an Additional Language Service (TEALS) if required.

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?

- Before joining, we will invite you and your child to a pre-starting visit where our Manager will show you around and discuss your child's needs whilst answering any questions/queries you may have. You are more than welcome to arrange additional visits prior to joining the setting if you feel this will be beneficial.
- A multi-disciplinary meeting will be arranged if your child's needs have already been identified prior to starting with us.
- We can create photobooks to familiarise your child with the setting and a member of staff can arrange to visit you and your child at home.
- If a child leaves to move to a new pre-school setting, we ensure their Learning Journey and Summative Assessment is up to date and ready for the parent to take with them. We can also arrange local transition visits for a member of staff to accompany a child to their new setting.
- All written records are passed on to the new setting with the parent's permission.
- When a child is moving onto Primary School, we liaise with the school teachers and SENCO to ensure a suitable way to provide a positive progression into school for that child and family. The SENCO and teacher would visit the child at the Nursery School and speak to the INLA and arrange regular visits into the class to familiarise the child with the surroundings. As we are located on site at Ashdown Primary School, we find

that this is a very positive move as the child is already familiar with the surroundings and visits can be made at any time.

- We have very good links with Ashdown Primary School and other schools in the local area and can arrange further multi-disciplinary meetings to aid this transition process.

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

If your child requires one to one support to assist them whilst attending our Nursery School we will apply to the Local Authority for an Early Years Inclusion Support Fund. If our application is approved we will use the funding towards the cost of the one to one staffing. In some cases, we are also able to apply for funding for specialist equipment or training if a professional report or EHC Plan identifies the need for this.

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

- Following discussion with the parents/carers by the Key Person and the SENCO we would agree that further support for your family and child would be advantageous, and then the SENCO would refer your child to the appropriate agency.
- We ask the parents/carers to sign a letter to give us permission for this to happen as we do not take any step without informing the parents/carers and getting their permission at each stage of the referral process and in the future.
- Your child will now be part of a programme of support during their time at Whitehill Childcare Services.
- Through our system of planning, observation and assessment we will work with you to decide the level of support needed to meet your child's needs. This will then be written up into your child's setting based support plan, detailing any targets or objectives agreed by the Key Person, SENCO and/or external agencies. We will review and update your child's setting based support plan every term however you are welcome to review this plan on a more ongoing basis if you would prefer.

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

Whitehill Childcare Services recognises parents/carers as the first and most important educators of their children. All of the staff see themselves as partners with parents/carers in providing care and education for their child. There are many ways in which parents/carers can take part in making the setting a welcoming and stimulating place for children, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Helping at sessions at the Nursery School, After School and Holiday Club
- Sharing their own special interests with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Building friendships with other parents in the Nursery School.
- Parents/carers can also help at events such as our nativity plays and end of term parties, as well as participating in the designated 'Stay and Play' weeks which take place each term.

14. Who can I contact for further information?

Please contact Nehal Vara (Owner) or Teresa Sayer (Nursery School Manager)

Tel: 01892 610816

Email: info@whitehillnurseryschool.com

Address: Luxford Road, Crowborough, East Sussex, TN6 2HW.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

Feedback

If you would like to comment on the content of the offer or make suggestions to improve the information, please email info@whitehillnurseryschool.com

Find out more about support for children and young people with special needs and disabilities: www.eastsussex.gov.uk/localoffer