

Rum Tum Tugger's Nursery Local Offer 2014

1. How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND.

Key workers, staff and SENCO's work closely together to identify children with SEND through observations, assessments, tracking progress, learning journeys and Statutory checks (this list is not exhaustive).

Parents are encouraged to raise concerns and share information with the key worker and other staff at the nursery. Staff will liaise with parents and carers to gather information that will support the child's learning experience.

2. How our setting supports young children with SEND.

We have developed strong relationships with local outside agencies and other professionals such as Area SENCO's, Speech and Language therapists, occupational therapists physiotherapists, specialist teachers, teacher's of the deaf, and many more. This enables us to work closely within a multi agency team in order to provide the best possible additional support for those who need it.

Within the setting we have our own SENCO's who support the rest of the staff in ensuring provision is appropriate. This includes developing visual aids to support communication, (visual timetables, PECS, visual routines etc)

Planning is individual for all children and children with SEND may have an individual plan which identifies specific targets that are agreed with parents/carers and outside professional to support development.

It is sometimes possible to gain funding for additional needs and the setting will apply for this where possible.

Our regular reviews of children with SEND along with other professional's reports, parent's feedback and routine observations and planning help us to know the effectiveness of our provision.

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3. How our setting creates learning and development opportunities for individual children with SEND.

All children are planned for and given next steps to support their learning and development. Children with SEND may use visual aids to support communication, (visual timetables, PECS, visual routines etc) Turn taking and small group work is encouraged to help develop social skills and sharing

Planning is individual for all children and children with SEND may have an individual plan which identifies specific targets that are agreed with parents/carers and outside professional to support development. Activities that are planned for a large group will be differentiated for children that need it so that they can still take part with the group. All planned activities have smart targets and are achievable for each child.

Children under two have three weekly individual plans which are reviewed by parents and staff and can be adjusted if necessary. Focused activities are planned and differentiated to be inclusive for all children.

4. How our setting works in partnership with parents/carers.

When children first join the nursery, staff spend time with the parents/carers to gather their individual needs and requirements. They are then given the opportunity to meet with room staff, key workers and management to discuss any further needs or concerns they may have. All children who require one are given a care plan which is written in collaboration with parents/carers and updated between six weeks and annually (more frequently if necessary) depending on the child's needs. Daily contact with parents and families is usually done face to face with the backup of contact diaries between home and nursery. These help to support communication if a parent/ carer does not come into to the setting regularly. Parents also have the opportunity to contact the staff by telephone, email and via our blog. Staff will arrange time for individual meetings with families and also attend multi agency meetings to share information and review progress.

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Parents evenings provide an opportunity for parents/carers to look through children's work although learning journeys and next steps are always available for viewing

Policies and procedures are available both online and in hard copies in the front entrance. If a parent needs these to translated we will arrange this for them. Staff ask parents to be involved in planning, complete wow cards and make suggestions of how learning can be supported in the home.

Sharing information is done sensitively and is only shared when necessary. At all other times children's and families records remain confidential.

5. How our setting supports the wellbeing of young children with SEND

Risk assessments are carried out in all aspects of the setting. Some are generic, some are triggered by a child or certain piece of equipment and some are completed every day to ensure that we continue to provide a safe environment. Care plans are provided for children as necessary and accident and incident forms are completed as required.

Parents and carers are asked to complete medicine forms and the nursery will only administer medication that has been prescribed by a Doctor and will give it as per the stated dose unless asked to do otherwise by a qualified Doctor. Staff are trained in the administration of medication and there are the required number of qualified first aiders on site at all times.

The setting follows its behaviour policy and Staff have received behaviour management training and encourages good behaviour through positive praise, role modelling and the use of visual aids.

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6. Staff training and experience in supporting young children with SEND.

Staff are all involved in CPD and have a programme set out for them. We have Three qualified SENCO's and staff with experience of working with children with Cerebral Palsy, Autism Downs Syndrome, Epilepsy. As well as children with hearing, sight and speech impairments. All staff have some training in First aid, Safeguarding and food hygiene. We also have staff who have received Asthma training, Epipen training and the use of feeding pumps.

We are currently involved in a Pilot for I CAN to support children with communication needs and are taking part in the Autism Friendly Setting awards. Staff have also taken part in Makaton training, baby signing, Autism, speech and Language support and numerous other courses.

7. Specialist services and expertise accessed by our setting.

We have developed strong relationships with local outside agencies and other professionals such as Area SENCO's, Speech and Language therapists, occupational therapists, physiotherapists, specialist teachers, teacher's of the deaf, and many more. This enables us to work closely within a multi agency team in order to provide the best possible additional support for those who need it. We also work closely with Health Visitors, The Harlow CDD, other settings and Children's centres.

8. Our accessible environment.

We have an ENCO within our team who is responsible for ensuring that access to the building is suitable and to look at the limitations of the site. This is revisited every 3 years or sooner if necessary. The setting has an accessible toilet and we access to the building without using stairs. The setting is designed to be able to support children with mobility aids. For families with English as an additional language we use visual aids where appropriate and can arrange for information to be translated for them.

We work closely with the team at SENCAN and arrange to borrow equipment or to purchase it with the support of Essex County Council.

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9. How our setting includes young children with SEND in community based activities and outings.

When planning any activities either inside or outside of the setting, we ensure that risk assessments are carried out. Where necessary we would liaise with Parents/carers and outside professionals to assist with this process. Parents/Carers are always invited to accompany us on outings but it is not a requirement that they attend. Children's individual needs are taken into account when planning any activities and we apply our Equality Policy for all children.

10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school.

All children in the setting are offered a settling in process during which we invite parents and carers to join us to support the child during this transition. We complete all about me forms with the parents/carers so that staff have knowledge of each child's personal requirements.

When moving from room to room we build in a period of settling in days and keep in contact with the parent/carer about when these are and how the children settle. Staff complete a hand over and transfer all records and learning journeys, to the next key person to ensure continuity of care.

When children leave the setting to go to school we make contact with the schools and visit the class teacher to make a handover and discuss any individual needs. We devise a one page profile and complete a progress wheel that goes to the school with the child. During nursery hours we role play school and differentiate the activities depending on which setting they move on to. We invite schools to come and visit the children in the setting to compliment their visits to their new schools. This is in line with our School leavers Policy.

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11. How our setting organises its resources to meet the needs of young children with SEND.

All children are catered for within our Ratios set out in the EYFS. When children have additional needs we will apply for SEN Premium (3 years) and inclusion grants as applicable. Depending on the level of additional funding provided we work closely with the SENCAN team to ensure that the children's needs are met within the budget provided. Support workers may be employed directly or may be taken from the staff already in the setting. We will work towards all children accessing the curriculum individually, in small groups and in larger groups, supporting each child as needed and in line with individual learning plans.

Some physical resources can be adapted from resources we already have and small items will be purchased from our budget, (e.g. larger paint brushes, visual aids etc). For Larger items we may apply for grants form Essex County Council to support the purchase. (e.g. specialist chairs or steps.)

12. How we decide on appropriate support for young children with SEND.

Key workers, staff and SENCO's work closely together to identify children with SEND through observations, assessments, tracking progress, learning journeys and Statutory checks (this list is not exhaustive). Parents are encouraged to raise concerns and share information with the key worker and other staff at the nursery. Staff will liaise with parents and carers to gather information that will support the child's learning experience.

Once a child has been identified as having additional needs we will with parent/carer permission contact the SENCAN team and arrange for our Area SENCO to visit the setting. The next step would be to involve outside agencies,(Educational Psychologists/ Paediatricians/ CDD team) to ensure that appropriate provision is provided. At every stage the staff work collaboratively with the Parents/carers and attend TAC meetings and assessments where necessary.

Outcomes of the provision are evaluated during meetings, reports, and feedback and learning journeys.

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13. How we involve all parents/carers in our setting.

All children are catered for within our Ratios set out in the EYFS. When children have additional needs we will apply for SEN Premium (3 years) and inclusion grants as applicable. Depending on the level of additional funding provided we work closely with the SENCAN team to ensure that the children's needs are met within the budget provided. Support workers may be employed directly or may be taken from the staff already in the setting. We will work towards all children accessing the curriculum individually, in small groups and in larger groups, supporting each child as needed and in line with individual learning plans.

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14. Who to contact for further information.

First points of contact would be the management team on 01279 444840 or or by email to jmp@rumtamtuggersnursery.co.uk

Once a child is in the setting Parents/carers should speak to the Key workers or room leaders. Although they can still speak with the management team.

SENCO's in the setting are Nicci Steggall (Under 2's) Sharon Butler (Over 2's) and Jil Pascale (Over sees all children with SEND)

We are able to put you in contact with outside agencies if needed.

Local Offer is available on our website www.rumtamtuggersnursery.co.uk and Essex Early Years Website.