

Patricia Pilgrim Nursery SEND Local Offer.

How our setting knows if your child needs extra help and what our parents/carers should do if they think their child may have SEND (Special Educational Needs and/or a Disability).

Each child is allocated a key person on entry to the nursery and it is their responsibility to maintain your child's Learning Journey and Developmental record. This developmental record is tracked on a regular basis to note where your child is making progress, in line with the developmental norms for their age and/or where there may be gaps. All practitioners are involved in observations and record-keeping and it is the key person's responsibility to use these assessments to plan your child's next steps. If we have any concerns we will share these with you and will implement strategies to help your child. If you have any concerns about your child, then please speak to your key person, Stephanie (Manager), Tracey or Terri (Deputies).

How our setting supports young children with SEND.

Vicky Kemp is the setting's SENCO (Special Educational Needs Co-ordinator). She has been on many training courses including: Makaton: level 1-8, First steps to promoting positive behaviour, The New Code of Practice, Inclusion Development programmes in Speech and language, Autism Spectrum, Supporting children with Behavioural, Emotional and Social Difficulties as well as Every Child A Learner: Supporting children with Moderate Learning difficulties. The majority of practitioners in both units have their Paediatric First Aid qualification and all practitioners have completed their Safeguarding and Stephanie (Manager) has her Designated Safeguarding Person qualification. Vicky has a good relationship with Essex County Council's Area SENCO and attends any meetings etc which are organised by the Area SENCO as well as Team Around the Child meetings which relate to a specific child with many outside professionals. As described above, if it has been identified that your child needs extra support, we will work closely with you and your child to implement strategies to help. By continually monitoring your child and assessing the strategies in place we will be able to ensure that your child is progressing. However, if this is not the case, we will then, with your permission seek specialist advice.

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

We always treat every child as a unique person, and tailor learning opportunities accordingly. We use observations and photographs to gain evidence of their development, and use these to provide appropriate activities and resources.

How our setting works in partnership with parents and carers.

We offer approximate 6 monthly meetings with you to discuss your child's next steps, but your key person is always available to discuss any concerns that we, or you, may have. We are always available to chat at drop-off and pick up times or at other times by arrangement. We keep you informed verbally, by e-mail, our website and Face book. Our SENCO, or your child's key person will keep you informed of any changes to agreed strategies and keep you regularly updated with your child's progress. We have suggestion sheets for any comments or ideas that could help us improve the setting and we send out an annual questionnaire to see how we are satisfying your requirements. The points made are actioned and implemented, where possible like the lower door bell to the preschool. In this way we hope we are meeting the needs of all our parents / carers too!

How our setting supports the wellbeing of young children with SEND

We have an overarching risk assessment in place but also have some specific ones relating to the use of the garden etc. We also produce further ones as required, for example when a child broke their leg and had limited mobility. These will be carried out with the support of the parent / carer to ensure they were happy with our provision and the care we are offering to their child. We aim to keep all children safe and secure so we also carry out daily risk assessments on the premises both inside and out as well as the toys and equipment before the children enter the nursery but also throughout the day. We have appropriate procedures in place for the administration of medication and in case of accidents – see our separate policies. If a child requires more in depth personal care than we already provide, for example the administering of intravenous medication, then appropriate training will be undertaken. Positive behaviour is very important to us and we use star charts, praise pads and the “Wow” board for individual reinforcement for all ages as well as the nursery rules in the 2-5 unit. All children, regardless of whether they have SEND, are listened to and observed so we can take their views and ideas into account.

Staff Training and experience in supporting young children with SEND

Vicky Kemp, the setting SENCO, has worked at Patricia Pilgrim Nursery since 2000, and did the SENCO training modules in 2006. Since then she has attended various relevant courses, as well as attending all the SENCO IDP training. She has recently attended the SEND course and always cascades any relevant information to all practitioners. Stephanie Barry, the setting manager, has 30 years experience of working with Early Years children and 24 years as a setting manager. Patricia Pilgrim Nursery has successfully supported many children with SEN and disabilities including Global Development Delay, Down’s syndrome, Autism, Fox G 1 as well as speech and language difficulties. The majority of practitioners undergo Paediatric First Aid Training and all have a safeguarding qualification. They regularly attend other relevant courses in order to support the children who attend the setting. The nursery is also well supported by our Area SENCO, of whom we can turn to for advice.

Specialist services and expertise accessed by Patricia Pilgrim Nursery

We liaise regularly with our Area SENCO. We also have good links with various other professionals who often come into the nursery to observe the children at play. This includes Speech and Language, Physiotherapy, Occupational Health and Specialist teachers. They will keep us informed of what areas they are working on so that we can carry this on in the setting. We always attend Team Around the Child meetings regarding a SEND child and these are now regularly held at the setting so the specialists can observe the child at play in a familiar, secure environment.

Our accessible environment.

There are some constraints at the Patricia Pilgrim Nursery especially in the baby unit which is situated in an old house. We can accommodate children in wheelchairs in both units via an access ramp at the rear of the buildings. Our internal doors are accessible to the average wheelchair but the stair gates may cause a problem in the baby unit. The garden is a mixture of grass and patio so shouldn’t cause an issue. All toy boxes are either transparent or are labelled with pictures as well as words. We have many visual communication boards and a visual timetable to support the children with limited speech. Communication with parents/carers whose first language is not English can be accommodated, if need be, through visuals and Google Translate. We can also use home school books so that information can be read by a family member who has better English and we have

some books in other languages for parents to borrow. If we need specialist equipment for a particular child, for example a special chair, we liaise with the appropriate specialists. We are always willing to find a way to accommodate and support all children.

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

You and your child will be encouraged to visit the setting before your child starts so that they become familiar with the environment and practitioners. We will discuss your child's needs with you, and will ensure we have the extra resources needed in place. Your child will be settled in according to our policy but if extra visits are required we will accommodate this. We will also liaise with all other professionals involved with your child's care to make sure the transition is as smooth as possible. We have very good links with many of the local primary, private and Special schools in the area who visit the setting to discuss each individual child's needs before they leave the setting. In the past, the Key person of a SEND child at the setting has made visits to the new school with the child for taster sessions in order to pass on relevant information about the child's needs and interests etc. Developmental records will be shared with other settings if this is deemed to be in the child's best interest.

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

Practitioners are deployed according to the needs on the day so that target support can be provided if needed. If your child, requires one to one support this will usually be their key person unless they are absent, in order for the child to feel safe and secure and for any specialist care to be provided by a trained practitioner. If a child needs specialist care we make sure there is a backup person who is familiar with the child's routine etc. Practitioners are adaptable and timetables are flexible to ensure that all needs are met. We already provide some resources that are suitable for SEND children, but we can apply to Essex County Council for more funding for individual children if required and can borrow resources from their extensive toy library. Practitioners will also undergo any specific training if required. The nursery environment can be moved and altered within reason as needed, for example tables, cupboards can be moved to make better access for wheelchairs.

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

If you have not already been informed your child needs extra support before attending the setting, your child's key person will advise you that they may require additional help. They will have come to this conclusion after completing observations and tracking the child's development. They will discuss their concerns with you after talking to the setting's SENCO, nursery manager and other practitioners. They will discuss the options available and you will be fully involved in any decision making. Once targets have been jointly decided, these will be implemented with an agreed review date. On this date, the key person, SENCO and yourselves will review the child's progress and if needed, the targets will be altered or modified and a new review date set. If it is felt, at any time we need to gain the support or advice of other professionals we will do this but only with your agreement.

How we involve parent / carers at our setting.

We welcome all parents and carers to become involved in the life at the setting. We enjoy visits from our parents who help with cooking activities, organise visits from the police, a guide dog for the blind and to help with a particular topic. We keep parents informed of our activities via our planning boards, newsletters, website and Face book. We also have an abundance of home learning bags, folders, books etc. for you to borrow and share with your child at home.

Who to contact for Further information.

We have a website at www.patriciapilgrimnursery.co.uk where you can find a plethora of information and you can also request paper or electronic copies of our policies from the office. On the website we have a virtual tour of the nursery which you can access either on your lap top, mobile phone or tablet so you can walk round the nursery before coming for a physical visit. Please give us a ring or e-mail us if you would like to come and look around or have any questions.

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