



Sticky Fingers Day Nursery: Local offer

How we can Support Children with Special Educational Needs and/or Disabilities and their Families

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?

If you have concerns regarding any aspect of your child's development, needs and/or behaviour please discuss this with your child's key person.

We assess how your child is learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of your child, to document their progress and where this may be leading them / what next. We believe that you know your child best and we ask you to contribute to assessment by sharing information about what your child likes to do at home and how you are supporting development. This can be done verbally to staff / your child's key person or can be in written or photographic format.

We make periodic assessment (on track) summaries of your child's achievements based on our on-going development records. These form part of your child's Learning Journeys. We undertake these assessment summaries termly and at times of transition from room to room in the setting, and when they go to school.

At some point when your child turns two years of age/ is due to turn 2 years of age your child's key person will work with you to provide a written summary of how your child is progressing against the 3 prime areas of learning: Personal, Social and Emotional Development; Communication and Language and; Physical Development. This is called the 'Progress Check at Age 2'. This check will highlight areas where your child is progressing well and any where they may need extra help or support and how parents, key family members and / or carers can work with your child's key person to help. You might find it useful to share this information with other professionals such as your child's health visitor.

If a practitioner did have any concerns about your child then this would be discussed with you, obtaining your consent for any action to be taken such as involving external agencies. Learning journeys are sent home termly to you, giving you the opportunity to record or discuss any concerns that you may have and this also provides an opportunity to arrange a formal time to discuss your child's progress and results of the 'On Track' system used to track your child's development.

If your child has special educational needs that can be met within the setting, they may be placed on the Special Educational Needs (SEN) register at SEN Support. The setting's staff will work together with you to provide support and plan for your child's needs, involving other professionals if needed.

A small number of children who have a high level of support needs have an Education Health and Care Plan (EHC). The Education Health and Care Plan is issued following a statutory assessment and planning meeting with the local authority. It is only necessary if your child has complex needs or long term needs which cover education, health and care. The local authority monitors provision and arrangements for children with an Education Health and Care Plan. If your child has an Education Health and Care Plan, this will be reviewed every year in the Annual Review. Your child will be supported to participate in this meeting, and you will be asked what you would like to discuss and for your views.

Our observation, planning and assessment process means that any 'problems' are identified quickly and appropriate action taken so that your child is able to thrive and reach his/her full potential.

How will the early years staff support my child?

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. We have two named Special Educational Needs Co-ordinators (SENCOs) in the setting, Sam Gilmer and Marie Dolan, who attend termly SENCO networks, keeping them updated with legislation and best practice. Additional support for staff in the setting, children and their families is available from our Area Special Educational Needs Co-ordinator, who is an officer of North Yorkshire County Council.

We have two named staff members, Emma Gilmer and Sarah Poole, who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person. We work in partnership 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.

We provide focussed activities that are adult initiated covering all areas of development within the Early Years Foundation Stage. These activities are developed from our observations and assessments of individual children, taking into account their preferred learning styles, their individual attainment levels, their individual needs and their interests. These activities are then differentiated, making them accessible and achievable to all children including those with special educational needs. All staff in the setting have thorough knowledge of child development and regularly access training updates to keep their knowledge and understanding up to date.

We have a sensory room where children can relax and sleep if they wish to (which also provides a safe haven for those times when it just all becomes too much!). Children with additional needs are able to thrive with the tactile and sensory experiences on offer.

We took part in Every Child a Talker (ECAT) which is a national strategy designed to support lead practitioners, colleagues and parents in creating a developmentally appropriate, supportive, stimulating environment in which children can enjoy experimenting with and learning language. The aim of this project was to improve outcomes for children, especially in communication, language and literacy and to sustain high quality early language provision. We have a lead language practitioner within our setting, Emma Gilmer. As part of this project we took part in I CAN Early Talk accreditation scheme which included an inspection and submission of a portfolio, we achieved 100%, giving us full accreditation. The report from this stated:

“This nursery is outstanding in it’s commitment to inclusion, high quality training for staff and is deeply evaluative and reflective in practice. This service is also able to meet the needs of those children with a mild to moderate speech and language or communication disability.”

Three members of staff in the setting have completed a Basic Portage Workshop, Sam Gilmer, Marie Dolan and Emma Gilmer, enabling them to write appropriate targets to help children to progress and achieve in little steps.

Staff members are trained in infection control and take necessary steps to avoid the spread of infection. We have in place a list of excludable diseases and infections with current exclusion times. All staff follow our ‘Managing Children with Allergies or Sick and Infectious Child Policy’ and our ‘Administering Medicines Policy’ to protect all children. If your child required medical treatment which requires training then this would be carried out by a medically trained practitioner before your child started sessions in our setting.

There are four members of staff in the setting with a recognised paediatric first aid certificate, Emma Gilmer, Joanne Watling, Sarah Poole and Marie Dolan. When out of the setting on trips, at least one member of staff trained in paediatric first aid is always present. Risk assessments are always carried out when leaving the premises which looks at staff to child ratios and administering and transporting medication. Our Risk assessment includes specific questions about children with SEN. Staff plan the practical details to ensure your child is involved. We are always pleased to have your help on school trips.

Staff members in the setting are trained in Makaton and routinely use Makaton signing and symbols with all children.

We have a delegated budget to meet needs in relation to deprivation / inclusion (single funding formula). In addition to delegated funding, we can apply for additional funding for children who have a Education Health and Care Plan.

We have access to an Early Years Inclusion Room (secure NYCC website) which has resources to help support children with special educational needs and their families.

We also have a range of other support and outreach groups who we can seek support from for you and your child including:

- Access and Inclusion Services
- Portage
- Early Years Advisory Teachers
- Educational Psychologists

- Autism Spectrum Condition Outreach Services (ASCROSS)
- Sensory / Physical / Medical Service
- Support from Severe Learning Difficulties Outreach Support Services (SLDOSS)
- Early Support (accessed through Children's Centre Services)
- Child Development Centres (Health)

You can also look at our setting's OFSTED report which will tell you about what our setting does well. www.ofsted.gov.uk.

If you do not have the internet at home, you can use the public access computer in your local children's centre or library.

How will I know what's going on?

We send home regular (half termly) newsletters. Children with complex needs also have a day board that is completed daily by staff and sent home to help with communication, so you are aware of what your child has done throughout the day.

Your child's key person will also speak to you at the beginning and end of sessions so that any achievements, issues or concerns can be discussed immediately.

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?

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting.

Home visits are part of the transition to nursery for many children. Home visits also provide you, the manager and your child's key person with the opportunity to build up a strong partnership which can continue to develop and grow through positive engagement.

A key person is allocated before your child starts; you are informed of who your child's key person is during your home visit or settling in sessions.

We recognise how hard it can be for parents to leave their baby/child for the first time so we offer support to you; encouraging you to stay with your child for the settling in sessions and increasing these to build up your confidence and to ease any anxieties, you may have. We inform all parents that you can ring throughout the day at any time and talk to your child's key person/other staff member to see how your child is getting on. Our open door policy also allows you to collect your child at any time allowing both child and parent/carer to be eased into the nursery life.

At all times of transition, within the setting and to school, key people verbally share with the teacher/key person the information about each child in order to give them the very best start. This will include the passing on of all Individual Learning and Provision plans.

Our specialist early years teacher will also help with planning for transition into school.

For more information about starting school, see our leaflets in our reception area: Starting School in North Yorkshire. www.northyorks.gov.uk/sen

Who can I talk to if I am un-happy?

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns (which are displayed beside our suggestions box in our reception area). We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all parties involved.

We have parent voice forms in our reception area alongside our suggestions box so that any concerns/suggestions can be raised anonymously if preferred or raised in writing so that the manager can contact you at a more convenient time for you.