



Carousel Nursery - Local Offer

What should I do if I think my child may have special educational needs?

You can approach us at any time to discuss a concern or special educational need, either prior to joining the nursery or at any point during your child's attendance.

Your child will be assigned a Key Person, who will be their main carer and your first point of daily contact. During your child's settling process, you will have opportunities to talk to their key person and help them to become as informed as possible about your child's needs. We will ask you to complete an All About Me booklet, in which you can tell us all about your child. Together we can start your child's tracking sheets, which will help to assess their development compared to children of a similar age, alongside expected outcomes from the Early Years Foundation Stage (EYFS). The on-going sharing of information between us will give a clear picture of your child's development and needs.

Our management team and Special Educational Needs Coordinator (SENCo) will also be happy to discuss any concerns with you. You may like your health visitor, doctor or any other professionals involved with your child to share information with us so that we can best evaluate your child's needs and our provision.

How will you work in partnership with me so that I know how well my child is doing?

At the beginning and end of every session, we will chat to you about your child's day and this also gives you an opportunity to ask questions or exchange information. We will share your child's folder with you which contains their observations, photographs, work, reports and tracking sheets, giving an over-view of how they are doing. You will see your child's initials on the weekly plans displayed outside each playroom, keeping you in touch with what they are currently learning - this is reinforced by the Home Learning Ideas found on your child's reports. We will invite you to regular review meetings during which we can discuss your child's progress and care.

Our SENCo will work with you to write a SEN Support Plan. This will provide small, achievable aims which will be regularly reviewed for effectiveness. If any other professionals are involved with your child we will ensure that you know who they are and why/how they are helping.

We keep our reports, conversations and information as jargon-free as possible and will be more than willing to explain anything you are unsure of. We work closely with our local children's centre to provide translators, where necessary, during review meetings.

How will the learning and development curriculum be matched to my child's needs?

Our learning environments and resources are systematically adapted to reflect the children using them. This is achieved by allocating key persons whose experience and training can best support your child's interaction with the curriculum. All practitioners within your child's room will know them very well, along with what is needed for them to participate in activities or routines, for example, one-to-one support, specific food ingredients or modified equipment. Your child's individual needs, interests, planning and targets are clearly displayed within their room, ensuring consistent care and teaching if their key person is away. Regular nursery observations and assessment of your child, combined with information provided by yourself, our SENCo and where appropriate other professionals, will support the planning of suitable activities and experiences to help your child progress. Children can also take part in daily focused language, physical and social interaction groups.

Observation, planning and assessment procedures can be adapted to suit the needs of your child – this may include how and when they are carried out, or recommended strategies from other professionals such as a Speech and Language Therapist or Inclusion Worker. The decision to involve another professional to support your child accessing our curriculum will be made (with your consent) following observations, monitoring of progress and discussions with you, the child's key person and our SENCo.

How will you know how well my child is doing?

We have well-developed observation, planning and assessment systems which enable us to monitor how well your child is doing alongside established Early Years Outcomes. Weekly observations of your child in nursery, as well as from home, are evaluated then used to inform their planning and tracking. Every six weeks we highlight your child's progress on their tracking sheets and this clearly identifies any areas in which they are not developing and may need additional support. The children's tracking, folders and interventions are systematically monitored by our management team and SENCo to ensure effectiveness as well as early identification of additional needs. We will use other assessments tools where appropriate, such as language audits or behaviour charts.

Our SENCo will work with you, your child, their key person and other professionals to create an effective SEN Support Plan - this will help us to monitor how your child is responding to interventions. During systematic reviews, if IEP targets have not been met, they will be continued, adapted or changed; once met, new targets will be agreed.

Regular reports are written to record your child's learning and development – we welcome your contributions to ensure we build a complete, accurate picture of your child's achievements.

How will you secure additional services, support or equipment to meet the additional needs of my child?

Advice can be sought from the Merton Early Years Inclusion Team if a concern is raised regarding Special Educational Needs or Disability. They will support us in promoting the best possible support and outcomes for your child – this may include referrals or other professionals visiting your child at nursery. We aim to provide a fully inclusive learning environment and this may mean differentiating activities or adapting our own resources/surroundings - we have wheelchair access to the entrance of the nursery, all rooms, toilet and garden areas. Our practitioners are experienced in devising games and activities to support children with SEN and will employ strategies learned through local authority training courses. If specific equipment is needed for your child we will liaise with you and any appropriate professionals.

We can refer you to the local children's centre (situated next door), giving you access to a wide range of specialist services including Speech and Language Therapy, Behaviour Management or language development groups such as Chitter Chatter.

How will I know that staff have the right skills, experience and training to meet my child's needs?

As well as a fully trained SENCo, we aim to ensure that all of our practitioners have a basic awareness of Special Educational Needs (SEN) to support their practice. We promote Continuous Professional Development, enabling all of our staff to regularly attend local authority training courses as well as in-house training when required. Our practitioners are all fully qualified ranging from Level 3 to Degree Level 6 and share an array of skills and experience. We have previously cared for children with social or language delays, autism, Asperger's Syndrome, chromosome disorders, hydrocephalus, cerebral palsy and various feeding, allergy or emotional needs. Recent training has provided us with knowledge of

Signalong, Social Interaction Groups, Communicating with Autistic Children, Finger Gym and Supporting Positive Behaviour. If specific guidance is needed, for example administering medication or focused behaviour techniques, an appropriate professional will visit the nursery.

Through research, monitoring, training and the sharing of information, our management team ensure that our practitioners have the right skills to meet the needs of their current children. We will also embrace information or techniques from you to support your child's needs.

How will you ensure you meet the emotional and social development of my child?

By providing consistent, trusted practitioners we help children to feel safe, confident and understood. We ensure children feel listened to and develop a good self-esteem through praise and positive comments. We aim to create a homely atmosphere and will make sure our toys, displays, books, music and celebrations reflect your child's culture and experiences, helping them to feel accepted with a sense of belonging.

Your child and their key person will form a special bond and this will provide a secure base from which to explore and learn knowing there is a familiar adult to return to for cuddles or reassurance. We acknowledge the many ways in which a child may communicate their feelings and wishes and include the *child's voice* in our planning, reviews and decision-making. All of our rooms have spaces to rest as well as play, enabling all children to independently select their own activities while also respecting the needs of others.

Consistent behaviour strategies throughout the nursery are shared with parents and carers. Strategies and expectations are adapted to suit individual needs and levels of understanding promoting respect, conflict resolution and socially accepted behaviour. We help children to begin to understand and label their feelings and learn that other people may have different feelings and ideas to them.

How will you support my child to access extra-curricular activities (where provided)?

We will be aware of your child's needs and will discuss with you, or demonstrate, how they can access activities that we organise. For local walks, specific experiences or outings further afield, you will be involved in the planning process along with any relevant professionals to ensure your child's safety and enjoyment. This will help us to identify any risks and what needs to be provided in order for your child to participate, for example, equipment or extra support.

We are situated next to Lower Morden Children's Centre and display information about their activities, especially during the school holidays, when there is no funding for nursery. If you attend the children's centre they will then take over supporting your child to access what's on offer. We also receive information from clubs, theatres and other mediums which is displayed on our Parent's Notice Board in the reception area.

If your child has an Educational Health Care Plan, we can put you in contact with the local authority for advice on activities and the provision of short breaks for children with disabilities.

How will you support my child when they transfer to a new school or setting?

We will promote a smooth transition to your child's next setting through organised activities and impromptu chats. We will make a transition book or display with photographs of their new environment, people or uniform and use it as a visual talking point, helping them to remember and share their news. We will work with you in reassuring any anxieties and stimulating an excited, positive view.

With your permission we can send your child's Leaving Report and tracking to their new setting so that their teacher has an up-to-date record of learning and development. We can arrange to talk to their teacher to share information and strategies that will help them support and settle your child with minimum disruption. Your child's key person or SENCo may visit the new setting or we can invite their new teacher to come to the nursery so that your child can get to know them within a familiar environment.

How will you regularly assess and evaluate the effectiveness of your setting in meeting the needs of children with special educational needs?

We review and update all of our policies and procedures at least yearly and also when additional information becomes available or new legislation comes into effect. We ensure that all of our staff regularly read, understand and implement our policies and procedures. Our SENCo will attend all required training; updating & evaluating our SEN provision and assessing the practice and basic SEN awareness of all practitioners.

We will evaluate the effectiveness of SEN Support Plans through regular reviews and by tracking children's progress. Our manager will systematically provide data from cohorts which will identify areas of concern or where children are not meeting expected targets. This information will then be analysed and any necessary interventions put in place.

Audits, observations and monitoring will help us to assess if the environment and resources are meeting the needs of children with SEN. Reflective discussions with practitioners and parents will highlight the success of, or changes needed to our provision. We will work with Merton Early Years Inclusion Team and acknowledge any recommendations, feedback or support given by our Early Years Advisor, parents or other professionals during visits or inspections of the nursery.

Policy to be reviewed: June 2016