



## **The Tadpoles Nursery Local Offer**

**September 2015**

### **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.**

We talk to parents when they come for their induction with us and this is when they are able to advise us of any special educational needs. We follow the initial meeting up with 2 year checks which allow staff and parents to see how their child is progressing and if there are any causes for concern.

Parents are able to raise any concerns they have when they visit for a stay and play session and also on a daily basis before or after they bring their child to pre-school.

### **How our setting supports young children with SEND.**

As a setting we recognise that children have individual needs and we differentiate our curriculum to meet their needs. We have a Special Educational Needs Co-ordinator in Tadpoles who is also supported by the Area SENCO visiting on a regular basis. The SENCO and Area SENCO are able to signpost parents to relevant support agencies. We have a key person system in place whereby regular meetings are arranged to discuss concerns with parents and if necessary support is available from the SENCO in the setting. We have effective arrangements in place as a staff team through carefully ensuring a personal plan and successful strategies that all staff can follow.

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

We use the Early Years Foundation Stage to underpin each child's learning focussing on the "unique child." This ensures differentiation and enables each child to fulfil their full potential. We ensure that all children have equal access to all the areas of the nursery and curriculum.

### **How our setting works in partnership with parents/carers.**

We meet parents at a suitable time for them and discuss their child's personal plan. It is an opportunity to discuss strategies that are working both for the parents and child at home and also the staff and child at pre-school. Parents are able to email or phone to arrange meetings if their children are collected by another family member or friend. We involve parents/carers in planning for their child's learning and development by sharing their child's learning journey and next steps on a regular basis, we also welcome any contributions from the parents to add to the learning journey folder, e.g. each child takes home a scrap book at the beginning of the summer holidays, so that they can add things that the children have done in the holidays to it. We also offer stay and play sessions for parents to visit, play and discuss their child's learning together with their child and key person. All children are observed and next steps are planned and discussed with all staff to consolidate areas to be worked on.

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

We carry out a full risk assessment yearly or more frequently and a daily risk assessment. Positive behaviour strategies are agreed by all staff and training is provided for all staff. There are protocols in place for children with specific SEND needs in consultation with parents/carers. Children are spoken to and consulted through looking at their learning journeys and holiday scrapbooks together.

### **Staff training and experience in supporting young children with SEND.**

All staff has at least level 1 online safeguarding. Four members of staff have face to face safeguarding training. The designated person is fully trained and regularly updates her training. Five members of staff have paediatric first aid training and the SENCO is fully trained. We also have a fully trained ENCO and a second member of staff is due to complete her ENCO training shortly.

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

We ask parents if they would like to join us on visits around the village, to the local school and to our allotment so that we can all go together. We have a risk assessment suitable for all outings to make sure it is safe to take all the children. We have an Equality working group which ensures that all activities/outings are accessible.

### **Our accessible environment.**

We have completed an Access Audit and our environment is suitable for wheelchair access. We are able to borrow extra resources from our Area Senco. We work with parents whose first language is not English by inviting them into our setting to teach us some of their words. They are also encouraged to read to the children in their first language so everyone can join in learning new words.

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

Children and parents attend two induction meetings before they start pre-school to prepare them for full sessions. The first meeting is where the paperwork is completed and we find out as much as we can about the child before they start. This includes their interests, any comforter they may have, any special educational needs and anything else a parent feels we need to know to help settle their child. The second meeting involves leaving the child for an hour on their own for a taster session. The term before a child is due to start school we send a letter to their teacher asking them to come and visit the child in pre-school. This is an opportunity for the key person and parent to discuss the strategies that have been supporting the child ensuring a smooth transition into school.

### **Specialist services and expertise accessed by our setting.**

We access our Area Senco, Speech and Language therapist, Children's centres, Specialist nurse team re epipen training and paediatricians. We also have advice and expertise for a professional trained in visual impairment.

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

The resources and environment are adapted accordingly in conjunction with parents/specific support agencies. Personal plans are in place to ensure consistency among staff.

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

We look at their personal plans and see how we can adapt the environment to meet the child's needs. The parent and child are present in any discussions that take place and outcomes are evaluated on a regular basis with staff, parents and children.

### **How we involve all parents/carers in our setting.**

All parents are involved in making decisions for making their child's experience as happy and fulfilling as it can be. We use questionnaires to find out parent's views, we ask them to comment on sharing sheets when we send learning journeys home and involve them in planning for their child's next steps. We have stay and play sessions, daily discussions, parents meetings and an Equality working group that all parents are invited to.

For further information please contact:

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