

Birchwood Nursery School **School Information Report**

What is the Local Offer?

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. All the information below forms our local offer and shows how we provide for children with special educational needs and disabilities.

1. 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?

All children

- Are treated as individuals and assigned a key person to support every child's learning and development.
- Are observed and assessed regularly in all 7 areas of the early year's curriculum. Pupil progress meetings monitor their progress and are linked to the Development Matters ages and stages of development.
- If the observations assessment highlights an individual need the key person will discuss this with you and together you will plan the most appropriate way to support your child.
- are included on 'Provision Maps' which specify support offered to 'all', 'some' and a 'few' children

Some children

- Are supported by the settings SENCO's (Special Educational Needs Coordinators), Tracey Jackson (Nursery), Angela Cumming (Preschool)
- May have further detailed assessments carried out in partnership with you. These might include a Wellcomm screening (speech and language), an IAELD (individual assessment of early learning and development).
- Have additional partnerships with other professionals to identify and support individual needs, such as those from health care professionals, health visitors, speech and language therapists, occupational health therapists, paediatricians.
- Will be referred to their local Children's Centre

A few children

- With your agreement will be referred to Herts Integrated Services for Learning (ISL), which includes: Communication Disorders Team, Early Years SEND Team, Educational Psychologists, Sensory/ Physical Needs Team.

If you have particular concerns about your child then please in the first instance arrange a meeting with your child's key person or our SENCO's.

2. How will the setting's staff support my child?

As your child's primary carer everything that happens at Birchwood is a partnership. We work as a team to ensure that every child is given the support that is appropriate for them.

All children:

- Start their learning journey with information provided by parents/carers. The home visit and 'All about Me' document help us to share information about your child's strengths and needs.
- Are supported in a planned, inclusive environment with qualified, experienced and dedicated staff

- Are regularly observed and assessed so the curriculum is matched to their interests and Abilities.

All children have access to provision which supports their learning and development, for example, consistent routines, clear boundaries and expectations, the use of visuals, and the use of Makaton.

Some children:

- Have an 'Individual Support Plan. We will work in partnership with you, reviewing the support plan targets, planning new ones together and giving you ideas to use at home to support your child.
- Will be referred for extra home support from the Children's Centre.
- May have a change in routine or timings at the setting.

A few children:

- Will be referred to the ISL team to engage outside professionals.
- Will receive 'Exceptional Needs Funding' to support specific needs.
- Will receive 'Early Years Inclusion Funding' to support emerging needs.
- Will have regular TAF (team around the family) meetings to ensure all professionals are working together to support your child.
- Will apply for an EHCP (Education and Health Care Plan).

3. How will I know how my child is doing?

All children:

- Have regular parent/staff dialogues, with feedback on progress and next steps and ideas shared as to how to support your child at home.
- Have a Learning Journey which is regularly shared with you. These contain observations, targets and photographs of your child's progress and development.
- Are welcomed into the settings at drop off and collection times with their parents and carers when informal information can be shared
- Invite their parents, carers and family members every Friday to sessions to see the curriculum in action

Some children:

- Have more regular review meetings to discuss the progress towards a child's support plan targets and how parents can support their child at home.

A few children:

- Will have visits and additional reports from outside professionals who are working with your child.

4. How will Birchwood help me to support my child's learning and development

All parents/carers:

- Can access parent's information on our website about ways they can support at home.
- Have regular access to their child's Learning Journey. This contains observations, targets and photographs of your child's progress and development
- Are encouraged to contribute to each child's learning and development. We welcome contributions to our online learning journals and 'Moments from Home' sheets to let us know what you have been doing.
- Can inform staff about their child's interests so they can be followed up at school.
- Receive regular newsletters and curriculum information about what has been happening at school.
- Are invited to regular workshops to work with their child and see the curriculum in action
- Are invited to Fun Friday sessions each week.
- Receive regular reports which have targets to be worked on at home and at school
- Receive termly information about their child's attendance.

Some parents/carers:

- Have more regular meetings with staff e.g. if we were working on a behaviour management plan together or an attendance programme.

A few parents/carers:

- Will be involved in updating support plans
- Will be involved in updating actions from TAF or Child Protection meetings
- Will be involved in applications made for 'Education and Health Care Plans'
- Will work with our family support worker.

5. How will the learning and development provision be matched to my child's needs?**All children:**

- Work with highly qualified and experienced staff who differentiate the curriculum to match the children's needs.
- Work in purposeful, organised environments that aid independence and problem solving.
- Have access to high quality, stimulating resources which are constantly refreshed.
- Are enabled to make choices and engage in activities/experiences that are of interest to them
- Have opportunities to celebrate their achievements and display their work.

Some children:

- Have individual visual timetables and 'now and next' boards.
- Take part in one to one or additional small group adult led sessions.
- Are included on provision maps which are updated termly.
- Have specific resources to match their individual needs e.g. resources that develop certain skills

A few children:

- Will have one to one support from a member of Birchwood staff to support learning and following routines.
- Will be working with outside professionals and having one to one support e.g. with speech therapists, physiotherapists.
- Have specific aids provided or recommended by outside professionals.
- In addition the Headteacher will seek additional training for staff, if appropriate, to meet specific needs.
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6. What support will there be for my child's overall wellbeing?**All children:**

- Work with practitioners who are welcoming and friendly, providing an inclusive, sensitive and positive atmosphere.
- All children will have a Ferre Laevers wellbeing and involvement assessment completed on them. This highlights children who made need some extra support with their well-being.
- Where there are still concerns, key persons will discuss ideas with parents to work in partnership to
- Are encouraged to have positive and consistent behaviour.
- Are valued for their strengths and their achievements are celebrated.
- Work with practitioners who provide good role models for positive behaviour and are consistent in the day-to-day care of all the children.
- Have safe and quiet areas to retreat, inside and outside, if they are tired or need some quiet time to themselves
- Are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of wellbeing.
- Have their dietary needs catered for.

Some children:

- Some children have a nap in the afternoon, if they stay all day.
- Require personal care such as nappy changing.

A few children:

- Will have regular one to one support.
- Have personal health care plans and staff will be trained in giving the appropriate medication for your child if required.

7. What training and/or experience do the staff, supporting children with SEND, have?

All children:

- Are taught by staff who hold Early Years qualifications which included SEN modules. In addition we have three qualified teachers.
- All staff attend two staff meetings a week, 5 INSET sessions a year and attend external training.

Some children:

- Benefit from SENCOs attending termly network meetings to keep up to date with the latest information and news

A few children:

- Will be working with outside professionals who guide staff, regularly completing assessments and advising on 'what next'.
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In addition the Headteacher will seek additional training for staff, if appropriate, to meet specific needs.

8. What specialist services and expertise are available at or accessed by the setting?

All children:

- Are taught by well qualified and experienced staff who are trained in Early Years and child development and have experience working with young children.
- Can access courses via their local Children Centre.

Some children:

- Have access to our speech and language coordinator who works with groups and individuals to develop specific speech targets.
- Have specialist services involved with them who are encouraged to visit Pre- School and Nursery to observe your child in our setting.

A few children:

- Have visits from the Herts ISL Team. The team will support practitioners in meeting children's individual needs by observing individual children in their setting, suggesting ways to support individual needs, planning next steps and sign posting to training.
- Work with Family Support Workers from Children's Centres.
- Have 'Team Around the Family' (TAF) meetings which engage a number of professionals
- Are 'Children Looked After' and have a social worker and an individual 'Personalised Education Plan' (PEP).
- Are on the 'Child Protection Register' and have a social worker and team to support their needs.

9. How will my child be included in activities outside the setting?

All children:

- Are welcome to attend visits outside the setting.
- Can bring their parents/carers on our visit.

Some children:

- Will require additional planning to enable the visit to take place.
- Will require special aids and medicines to be administered whilst on the visit.

A few children:

Will require a risk assessment prior to the visit.

10. How accessible is the building / environment?

All children:

- Are taught and cared for in a purpose-built Pre-School and Nursery specifically designed for younger children.
- Are taught and cared for in a building which is on one level and has no stairs.
- Are taught and cared for in an attractive and purposeful setting, without being over crowded.

Some children:

- May need access to the nappy changing facilities.
- May need access to staff who speak another language other than English.

A few children:

- May need adaptations to existing resources/environment to ensure they can access them.

11. How will the setting prepare and support my child with transitions between home, settings and school?

All children:

- Will have a Key Person assigned to them before they join.
- Will have been offered a home visit.
- Will have settling in sessions when their parents/carers can stay.
- Will have been given a photo booklet to have at home to become familiar with the setting.
- Will have been given a photograph the key person.
- Parents will be able to access show rounds and induction sessions

Some children:

- Will follow a flexible settling in period to meet their requirements.
- Will have additional transition visits to their next setting.
- Will have staff from receiving schools visit more than once.
- Will have visits from the SENCOs of previous and next settings.

A few children:

- Will have personalised settling and transition programmes which involve outside agencies.
- Will be accompanied to next settings with a practitioner from Birchwood.

12. Who can I contact for further information about the early years offer in the setting?

The Headteacher can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's key person with any initial queries.

Kathryn Evans, Headteacher, Birchwood Nursery School, 01707262648

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer