

Our local offer

How does the early years' setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

When families first contact us and come for a show round our priority is gaining valuable information about each individual child. If there are any concerns or questions from parents our SENCO will join the Nursery Operation Director or the Deputy Nursery Manager on the show round to provide support and try to answer any questions related to their child starting nursery. Each child once they start their settling in sessions (these are arranged on an individual basis depending on child's needs and parent's needs and can be carried out for anything from over a week to possibly over six weeks or longer) will be allocated a key person who will spend time building up a relationship with each child and their family.

During a child's first six weeks with us, each child will have a "starting point" we assess the child by looking at the seven areas of learning especially the prime areas which are personal social and emotional development, communication and language and physical development carried out by the key person by using the birth to 5 matters non statutory guidance for the early year's foundation stage. The parents carry out an All About Me form so we can get a good picture of how they are at home, this enables us to ensure that if any support is required, we can work together with parents to decide what to do next. Once a child reaches the age of twenty-seven months, the key person will write a two-year Progress Check which will be given to parents to take home and will be at a similar time as their child will have a two-year-old check with their health visitor these assessments will enable us and other professionals to identify any areas where support may be needed. If a parent or key person has any worries, then the first person to be involved is the nursery SENCO who will work closely with the family and key person to initially write an individual plan which will focus on strategies to support identified areas and reviewed termly. Parents evenings are carried out termly with the key person and if parents have any concerns, they can always talk with the child's key person, room lead or SENCO at any time.

How will early years setting staff support my child?

This really depends on the needs of your child. When the first individual Plan is written the child's key person will be responsible for developing, encouraging, and supporting the areas highlighted in the plan. The plan could indicate the support a child needs throughout the day within several areas of learning focussing on needs. When the plan is reviewed by key person which is carried out termly the

SENCO will arrange a meeting with parents to come in to discuss how things are going, review the plan with parents and decide if the next step will be to involve any outside agencies if they have not already involved. Each child will either having a tracking form or an individual progress review and planning form carried out termly so that we are aware of all the children's progress and development in the nursery, the key person carries these out, we only fill in an individual progress review and planning if we feel the child may need support going forward to school and this document is put forward to support an EHCP request.

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

We regularly assess, plan, do and review in every room which gives the key persons the information they need about a particular child. Each key person will ensure that the individual interests and abilities are catered for using our ordinarily available inclusive practice across the setting. A child with an individual plan this needs to be considered alongside their interests to help with planning. We have always worked very closely with a wide variety of outside professionals e.g., Speech and Language Therapists, Occupational Therapists, Sensory Support Team and Physiotherapists and they will share specific strategies and guidance for us to follow. These plans will help us in compiling a child's individual plan, review a plan and review again termly.

How will both you and I know how my child is doing and how will you support me to support my child's learning?

We are always happy to discuss a child's progress or concerns with parents and feel this is beneficial for everyone concerned. If your child has an individual plan, we will involve you with this, include your views and can give you a copy to take home we will also share with you any outcomes that may have been met when we review the plan again together. At drop off and pick up time there are informal discussions with parent and early year educators and if any parent would like to further discuss any worries or further support an appointment can be made to see a child's key person, room lead or SENCo. Throughout the year there are parent's three evenings to discuss progress and individual plans.

What support will there be for my child's well-being?

Children's wellbeing is one of Kamelia Kids core values. As a nursery we pride ourselves on our kindness to each other and this is embedded in our ethos. Personal, Social and Emotional Development forms part of our daily routine providing the children with the opportunity to share and discuss concerns and celebrate successes. The nursery has numerous policies and practices to support children well-being. These include Equal opportunities and inclusion, Health and Safety, Children's mental health and wellbeing, British values and Prevent duty, valuing diversity and promoting equality and

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promoting positive behaviour. All nursery staff are Paediatric First Aiders and will assist children in the best way possible.

What specialist services and expertise are available at or accessed by the early years setting?

All our Early Years team are graduate led, most are qualified Early Years Practitioners (NVQ 3 or equivalent) and includes two SENCO leads which are overseen by the Nursery Operations Director. The nursery works very closely with external agencies and professionals including Sensory Support, Portage, Speech and Language Therapist, Health Visitors and many more.

What training are the Staff supporting children with SEND had or having?

Our two SENCO leads have many years' experiences supporting children and families and attends regular West Sussex network meetings and undertakes regular professional training. Our staff attend ongoing online and in house training such as Makaton, positive behaviour, self-regulation in the early years, ASD in the Early Years, ACE's, and alternative communication systems such as Picture Exchange Communication System (PECS). Key persons also have additional training if needed to support an individual child with the SENCO which is then cascaded to all practitioners.

How will my child be included in activities outside the early years setting including outings?

We work very closely with all of our parents including settling in visits or as and when needed. A Risk Management Plan will be written to ensure there is a plan in place where there are any potential risks for the individual child and to ensure that everything is in place to support the needs of an individual, other children in the room and all adults. If needed, a separate Risk Management Plan will be written to focus on going on trips outside of nursery and will be written with parents when they feel their child is ready and safe to join us on any outing.

How accessible is the Early Years setting environment? (Indoors and outdoors)?

Our setting is purpose built and equipped for children with Special Educational Needs and Disabilities e.g., Cerebral Palsy, Down Syndrome, Children with Autistic Spectrum Disorder, Epilepsy, and many other conditions including social needs. Our setting is purpose built for wheelchair access and all facilities are on ground level. All toilets are assessable for wheelchairs and our external and internal doors are wide access. To support parents who do not have English as a first language SENDIAS (Special Educational Needs and/or Disabilities Information, Advice and Support Services) have produced a series of leaflets written in a variety of languages focussing on - How early years support children with

additional needs, where to find support, what is an EHCP (EHCP) is and other useful documents. If a child requires a specific piece of equipment to use whilst at nursery, we will consult with a paediatric occupational therapist to ensure that we can have equipment here and staff are trained if needed to support a child using it.

How will the Early Years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

We feel it is very important to build relationships with a whole family to provide the best support. If a child has medical needs, we will write a Health Care Plan which documents a child's daily needs, how we can support, signs and symptoms associated with needs and what to do in an emergency. If a child is transferring from or to another setting, we will arrange a Transition meeting here or there with new and current key person, one of our SENCO leads and parents to ensure that all information is passed on. The term before individual children is due to start school, we will as soon as possible contact the school and with parents and with other professional compile a Transition Plan then plan a transition meeting where by the teachers come in to see the child and then we have a meeting after with everyone involved with the child to make sure going on to school is a smooth as possible process and a plan is put into place to support this. We feel it's vitally important to ensure that everyone involved in supporting and developing individual needs is involved in the transition process.

How are the early years setting's resources allocated and matched to children's educational needs?

Our nursery is equipped with a range of specialist early years resources to support each child's learning needs. In Daisy room we have sensory room with lots of calming sensory toys and lights. Our Poppy room has a state of the art 'Magic Carpet' which is an interactive floor projection system which takes the children's learning, play and communication to an entirely different level. And our preschool area we have a room specifically for using during the day to support self-regulation, small groups and where we have our Attention Autism sessions. If any specialist resources or equipment is required, we will work together with parents and other professionals to try and ensure that as soon as possible it can be available here at nursery. We have a Sensory and Wellbeing Garden dedicated to helping our children with special needs and disabilities to experience the outdoors in a way that stimulates their senses, provides opportunities for learning, and have fun - whatever the weather. The garden is designed to be fully accessible to our children who require the use of walking frames or wheelchairs and built at a height that ensures plants can be touched and smelt and some eaten! We also have a community garden and mud kitchen which the whole nursery uses daily in small groups providing even more places to self -regulate and explore.

How is the decision made about what type and how much support my child will receive?

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If additional needs are identified, then an individual plan will be written with parents and other professionals next steps and outcomes. As already mentioned, this is reviewed termly. Discussions with parents happen regularly and if parents, our SENCO leads and key persons at any point feel that specific outside professionals need to be involved e.g., a Speech and Language Therapist then everyone involved will be part of any process. We will also work with our Early Years Advisory Team, Health visitors, Child Development Centre, Consultants, and any other professionals to ensure that all support is in place. If at any point a decision has been for a child to undergo an EHCP, we will work closely with everyone involved to help produce the document. If any of our children start nursery with an EHCP we will work closely with everyone involved to create a plan whilst at nursery. If you feel your child needs to be seen by the child development centre the GP can refer and we can provide a supporting letter.

How are parents involved in the early years setting? How can I be involved?

Parents can speak informally with Educators on a daily basis at drop off and pick up. Through this dialogue, parents are aware of the learning taking place and can continue this at home. Additional meetings can be arranged should more time be needed. Parent meetings are also an opportunity to raise any worries or concerns with a child's key person and you can arrange to see our SENCOs at parents evening as well.

Who can I contact for further information?

If you're interested in your child joining our nursery, queries should be directed to our Nursery Operation Director Suzanne Charlesworth or our Deputy Nursery Managers Sarah Camp and Vicky Stubbings.