



Happy Days Nursery (Rayleigh) Ltd SEND (Special Education Needs and/or Disabilities) Local Offer

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

Each child within our setting is treated as a unique and special individual. Before starting at the nursery each child is assigned a 'key person' whose job it is to understand and observe each child's learning and development and ensure they assess and monitor progress and plan for their next steps. The key person meets with parents and the child at the nursery before their first session. This is a crucial time for the key person to create an initial bond with the child and family and gain as much knowledge as possible about the child. Parents are a child's first key educators and hold valuable information about their child; about what they enjoy, how they can be comforted, how and where they like to play and their special qualities. Parents are asked to complete an 'All about me' booklet which will be used to plan the induction of the child and for their early days at the nursery. This initial visit is a valuable time for parents and the key person to observe the child in the setting to ensure their needs can be met when they begin at the nursery.

If a parent/carer has a concern that their child may have SEND this initial visit is the opportunity to discuss those concerns, however small, to enable the key person to plan the best provision and support for their child. During the initial visit and tours of the nursery the Management Team meet with the families to discuss their child's individual needs and care. Practitioners who have specific roles and responsibilities, such as Special Education Needs and/or Disabilities Coordinator (SENDco), Equality Named Co-ordinator (ENCO) and Designated Safeguarding Officers are highlighted in case the family need to share any concerns. The nursery has an open door policy and the Management Team (including SENDco) and Nursery Practitioners are happy to discuss any concerns or queries at any time.

The induction process is tailored around each child to ensure they feel happy, safe and settled. The length of their first sessions are discussed by parents and the key person during the initial visit. We believe that early intervention is the best policy and therefore if parents identify that their child has a particular need that requires the support of external agencies the SENDco, in liason with the parents, can request a visit from the local authority SENDco to ensure the appropriate support is put in place for the child. The nursery has a SEND policy in place and this has clear information and guidance if any family has a concern regarding their child.

Once the child has started at the nursery the key person will monitor their learning and development through ongoing observations. Each key person will share information about the child's progress with parents and ideas for how to support at home. If a key person thought a child needed extra help or support this would be shared with parents at the earliest opportunity and the nursery SENDco would support the family and child to ensure

the best possible care is in place. If a parent is concerned about their child's learning or development at any time we urge them to speak to their key person or the nursery SENDco.

How our nursery supports young children with SEND

We have an inclusive admissions policy and each child is treated equally in the nursery. We aim to meet each individual child's needs and tailor our practice to each child, to ensure the curriculum, provision and environment is accessible to all. Staff receive the appropriate training to ensure they are equipped to support children with SEND and those with specific medical needs.

We adhere to our SEND policy and the SEND Code of Practice Framework and Statutory Guidance (January 2015). We have a named SENDco and ENCO, who have attended training run by Essex County Council and our SENDco has significant experience in the role. Our SENDco works closely with external professionals and the Area SENDco to ensure our practice matches the needs of the child and that staff are adequately supported in their role as educators.

Whilst a child is at Happy Days Nursery and it becomes apparent that they require additional support, families would be informed at the earliest opportunity. We feel it is essential to build strong partnerships with our families and to ensure they are kept informed and involved in every stage of their child's learning journey through the nursery. One Planning is how Essex describes a person centred approach to assessment and planning for children and young people with SEND. One Planning is based on the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents or young person, their aspirations, the outcomes they wish to seek and, the support they need to achieve them (*SEND Code of Practice: 0-25 years, January 2015, Section 9.21*).

A personalised plan will be drawn up by the SENDco in discussion with parents if a child needs specific support or care and we greatly value parents input into this process. This plan outlines targets for the child's learning and development, desirable outcomes, strategies, provision and support in place and the monitoring and reviewing of these targets to evaluate the child's progress. The child's key person will ensure that the plan informs their daily teaching and interactions with the child and will keep families updated with progress towards the targets. A one page plan will also be drawn up as a reference for all nursery practitioners and professionals to outline the child's characteristics of learning, likes/dislikes and key areas of support for learning and development. This will ensure the child is well supported by all staff and the plan will be updated with changes to keep it up to date.

We work closely with families and professionals to create the best learning environment for every child. If at any time we consider that we require the expertise or support of the Area

SENDco we will ask for the permission of the parents before contacting them and will involve families in follow up meetings and feedback after the visit.

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

Through initial visits, discussions with parents and time with each child the key person's main role is to know each child extremely well, including how they like to learn, their next steps in learning and how best to support them. If a child has a personalised plan the key person will ensure that their targets are planned for within daily provision or through additional activities. It is vital that young children's learning is real and purposeful and we therefore plan 'in the moment'. We observe children's play and engage with them, finding a teachable moment to move their learning on. This enables practitioners to weave targets or next steps in learning into children's current interests rather than regularly removing them from their play to complete adult led activities.

Staff ensure that they regularly reflect on the provision and environment to ensure it is accessible to all and that the resources and equipment are age appropriate, meet all children's needs and also challenge them. Resources are displayed for children to interact with daily and are open ended to ensure they can be used by all children in a variety of ways. We have a range of resources that are sensory based to support those with additional needs and we take advice from parents and professionals to ensure the equipment and resources we have on offer support each child.

How our setting works in partnership with parents/carers and how we involve all parents/carers in our setting

We strongly believe that parents know their child best and hold key information to help plan for their child. We encourage families to share information about their child throughout their journey through the nursery. When a child starts families are asked to fill out an 'All about me' booklet, detailing parent's/carer's views of their child's learning and development, how they like to learn and information about their family and home life. The key person also spends the initial visit with the family and child so that any additional information can be shared.

If a child has additional needs a key time to share information with parents is at their one plan meeting/Team around the child meeting, during which the SENDco meets with the parents and other professionals involved in the care of the child. During this meeting the parents can take an active role in planning for their child's learning and development.

At the end of each term reports detailing next steps for children and ideas to support the Home Learning Environment are sent to all parents. Alongside this parents are invited into the nursery to share the children's learning journeys with their key person and child and provide feedback to be included in the learning journey. We maintain contact with all of our

parents, even if they do not collect their child every day. We would introduce a home/school diary, if appropriate which can detail feedback from the key person to parents and vice versa, and are always happy to keep parents updated via email or over the phone if they so wish. We have an open door policy and families are therefore welcome to approach any staff, particularly their key person, SENDco, Nursery Manager or Director at any time to discuss their child's development.

We also take into account the views of our families and share information about the EYFS and nursery in the following ways:

- Parent information boards to communicate upcoming events or reminders, EYFS information packs, ideas for home learning and how to support children's learning and development
- Annual questionnaires for families to complete to give feedback about all areas of nursery provision and care
- Stars/blossom for families to share WOW moments from home with the nursery
- Initial tours/visits during which families can ask questions and gain information, including through the nursery prospectus
- We encourage families to give feedback on termly reports and when sharing their child's learning journey
- The use of Facebook to share news about events and reminders for families
- Our website contains information about all areas of learning and development, safeguarding, SEND, our provision and environment, policies and procedures and fees and funding

We aim for families to be involved in every aspect of our setting. Our policies and procedures are available on request to all parents and our newsletters provide updates for parents regarding our practice, events and nursery news. We welcome parents to join us for social events such as our Summer Fete, Christmas Grotto and Sing-a-longs.

How our setting supports the wellbeing of young children with SEND

We know that children will only thrive and flourish in an Early Years setting if they feel safe, happy and secure. We therefore ensure that each child is valued as an individual and builds a strong bond with their key person. During the settling in process communication with our families is paramount, to put measures in place to help each child feel happy and safe as quickly as possible. We aim for every child to feel confident and that they can succeed and therefore offer continuous provision that is accessible to all and practitioners spend their time supporting and challenging children through their play. To value each child's interests

and strengths our planning is based on seizing 'teachable moments' for practitioners to provide quality interactions within play to move children's learning and development forward.

We have health and safety policies in place and a Health and Safety Officer to ensure procedures are part of daily practice and that all staff understand the policies. We carry out daily risk assessments of the provision and environment to ensure children are kept safe at all times. We use rigorous recruitment processes to make sure the staff employed are suitable and use regular supervision and training to keep staff's knowledge of policies or procedures up to date, particularly their knowledge of Safeguarding. All of our staff are Paediatric First Aid trained and, if first aid is administered families are given incident or accident forms to detail the incident and the care given. If a child is injured or has an accident at home we also ask parents to complete an 'accident at home' form to ensure we have clear information about the wellbeing and health of each child.

If a child has medical needs a care plan is drawn up detailing the nature of the medical condition, signs or symptoms to look for and amount and type of medication that needs to be administered. If medication is given to a child during the nursery day parents will be asked to sign a medical form to inform them of the time and dose administered. With parents permission if required we may liaise with outside medical professionals for support and information. The nursery manager will ensure that staff have suitable training linked to specific medical conditions and the administering of specific medication if a child joins the nursery with a care plan linked to their medical needs.

A core principle that underpins behaviour management within the nursery is the importance of fostering positive relationships. We have a positive behaviour policy and a named behaviour coordinator. We work with families to discuss the best strategies to support a child's behaviour. Our behaviour coordinator would observe the child's behaviour patterns and then, in consultation with the family, put an individual behaviour plan in place to ensure all staff are clear about how to spot triggers and therefore put preventative measures in place to support all children in our care. With parental permission we may also ask for the Area SENDco to observe a child to offer the nursery and family further support and advice. All staff use consistent wording and phrasing when they deal with behaviour such as "kind hands". These are shared with families during their induction to enable them to continue this approach at home.

The wellbeing of each and every child is the highest priority of each key person, the SENDco and Nursery Manager and all are always available to offer support or advice to our families.

Staff training and experience in supporting young children with SEND

Our SENDco is very experienced with working with young children with SEND and holds a degree qualification which demonstrates their excellent knowledge of child development

and how children learn. We ensure that the SENDco attends regular training, such as cluster groups and training by Essex County Council to keep their knowledge up to date and to meet the needs of any children with SEND within the nursery. Our ENCO has also attended training by Essex County Council to ensure our setting is inclusive and that the correct values underpin our ethos and daily practice.

All staff within the nursery are Paediatric First Aid trained and also have attended Safeguarding training, with annual update training to keep their knowledge of new guidance accurate and current. There are Designated Safeguarding Officers who are qualified in the role of the Designated Person/Lead Person for Safeguarding Children. All staff have attended Makaton training and this is used daily within the setting to support children with SEND and to provide visual cues for our youngest children when giving instructions.

Specialist services and expertise accessed by our setting

Our team are keen to work with a range of outside professionals and specialist services to offer advice and support to enable us to provide the best provision and environment possible for each child. Here are some of the services that we access with parental consent:

- Area SENDCO
- Lighthouse Centre
- Health Visitor team
- Speech and Language Therapist
- Children's Centres
- Teachers of the Deaf
- Behaviour Specialists
- Educational Psychologist
- Paediatrician and Physiotherapist

These professionals are always welcome to visit the nursery to work with or observe a child. Families will often be invited to meet with these professionals, particularly during Team around the child/One plan meetings. We are actively building stronger relationships with the Health visitor team to undertake Integrated 2 Year Reviews for some of our children. The expertise that these professionals share with our team is crucial in ensuring every child's needs can be met within our setting.

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

We ensure that any visits or outings that are organised are accessible to all children in our care. Parents are always welcome to accompany children on outings and parental permission is obtained before any visits or outings outside of the nursery setting commence. When children start at the nursery we ask for parental permission to take children on short walks around the farm estate, for example, to the farm shop or post box. We ensure that ratios are upheld at all times and appropriate support is in place for young children with SEND to enable them to take part in all activities that are on offer.

Risk assessments are carried out prior to any visit or outing and are completed by the Health and Safety Officer or Nursery Manager. A pre-visit is completed to ensure the environment and activities are accessible to all children and that any risks are minimised. The risk assessments are shared with all parents and staff that are due to attend the outing through a briefing session and the senior staff present on the outing undertake risk assessments on the day of the outing linked to the weather, changes in environment or risk factors. We ensure that ratios for outings are adhered to and that young children with SEND are well supported during the outing by a family member or key person.

Our accessible environment

Our environment is welcoming and our building is all based on one level, with doors and corridors wide enough for children or adults to access in a wheelchair. The outdoor area is also on one level with a ramp to provide access to the end door of the Butterfly Room. We have undertaken an access audit and have identified areas of strength and any actions to further improve our environment or facilities. We are happy to make reasonable adjustments that a child with Special Educational Need or Disability may require, in line with the Equality Act 2010. Our staff are trained in Makaton which enables them to use verbal and non verbal communication with both adults and children. We also display a visual timetable so that children understand the structure of their nursery day.

Our ENCO is actively involved in completing audits and evaluations of the provision in the nursery to ensure it is inclusive and we are currently working on our ability to celebrate and value all cultures and ethnic backgrounds. Our ENCO also supports families who attend the nursery whose first language is not English and we use the initial visits to discuss the families wishes for how staff should communicate with the child and family. We will often ask families to share key words and familiar phrases in their home language to ensure staff can communicate effectively with the child and to enable the child to understand what is happening during their session and to feel happy and comforted. We also aim to provide dual language books in the book areas to share with children and their families, particularly traditional tales or familiar stories used in the nursery.

We work closely with a range of outside professionals to evaluate and improve our provision and environment to ensure it is suitable and accessible to all of our children, particularly those with SEND.

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

At Happy Days Nursery we ensure that practitioners are carefully placed, either in the Caterpillar Room or Butterfly Room depending on their expertise, experience and qualifications. We aim to keep staffing stable within the rooms to ensure our young children have familiar adults, with whom they build strong bonds with over periods of time. Our staff at Happy Days Nursery are well qualified and some of our Senior Staff who are part of the Management Team have taken on additional roles such as SENDco, Health & Safety Officer, ENCO and Safeguarding Lead/Designated Person. At Happy Days Nursery staff ratios are always maintained and whenever possible where children with additional needs are in attendance, staffing levels are increased to offer small group or one-to-one opportunities and support. Our SENDco is very experienced and works closely with all practitioners to ensure the provision, resources and environment are accessible to all and meet every child's needs. We also take advice from the Area SENDco and external professionals regarding resources and the environment to enable practitioners to cater for the individual needs of children with SEND. With parental permission we cascade information to all relevant practitioners to enable everyone to support the learning and development needs of each child. The management team at Happy Days Nursery is aware of how to secure funding to support children in our care with SEND.

How we decide on appropriate support for young children with SEND

The support we offer young children with SEND is based on the knowledge and views of the key person, SENDco, family and the child involved. The key person will use their observations and assessments to plan for support, alongside the nursery SENDco, to ensure each child's learning and development needs are met. A TAC meeting will be held if outside professionals work with a child and family. During this meeting our nursery SENDco would use the input from professionals and parents to create a plan with specific targets to match the child's needs and next steps. Even with our youngest children we encourage them to share their views, likes and dislikes and incorporate these into our One Page Profile. It is vital that the plans we have in place value the input of everyone involved with the child, and if possible, the child themselves.

Who to contact for further information

If you would like to discuss your child's needs before making a decision about your child starting at our nursery, please telephone or visit and ask to speak to Jenny Weidner (Director), Kate Milne (Nursery Manager and SENDco) or Julie Jones (Deputy Nursery Manager).

Telephone: 01268 782925

Email: happydaysnursery@msn.com

We use the definitions set out in the law and Code of Practice to describe SEN and disabilities.

A child has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.

For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.

A **disability** is defined in the Equality Act 2010 as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they are also covered by the SEND definition.

The term 'parent' under section 576 of the Education Act 1996, states that the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.