



Local offer – SEND

We have a strong caring family ethos within the Nursery by supporting each other and working as a team. We believe that making good relationships with the children and their families is key to welcoming them into our Nursery.

Some questions you may have:

1. How does the Nursery know if children need extra help and what should I do if I think my child may have special educational needs?

As a child begins settling into Nursery the key person will meet with the parents to discuss their child's development and routines. Over the first 6-8 weeks observations will be made and their starting point will be recorded onto Early Years Foundation Stage (EYFS) tracking sheets. This information will give a best fit on the child's development. At the end of this period the parents are invited to meet with the key person and discuss how their child is settling in – if not already discussed this time gives an opportunity to talk about any concerns or areas that need developing. The key person will continue to track the child's development and make regular assessments.

At any point staff are available to arrange a meeting with parents.

With the parent's permission it may be decided to contact an outside agency to seek specialist advice i.e. the local inclusion team.

If a parent has any concerns they are able to arrange a time to speak with the key person, unit leader or the Nursery Manager (SENCO).

2. How will the Nursery support my child and how will the curriculum be matched to my child's needs?

The room leaders are responsible for the co-ordination of the educational plan for all the children in their room. Each staff team has the opportunity to meet weekly and to plan the activities for the room, taking into account the children's interests, differentiation and that there is a wide selection covering all the areas from the EYFS framework. If there is an identified need for any individual child this can be raised at the planning meeting.

We encourage all our staff to be reflective practitioners. This means we encourage them to think about individuals and how to make the sessions more inclusive and engaging for every child.

We work on developing and building from what the child already knows, can do and understands.

Staff are able to work on a 1:1 ratio to support the child throughout their play or working on identified targets.

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

Termly meetings are offered to parents to discuss their child's progress. The EYFS tracking sheets will give guidelines for the range of development.

Activities that the children have been offered at Nursery are shared with the parents – ideas for similar activities may be suggested for them to also try at home.

Parents are encouraged to contribute to the planning in the room by sharing with the staff their child's interests and new skills they are learning.

4. What support will there be for my child's overall well being?

The staff dedicate time on building positive relationships with the parents. The Christian ethos of the College/Nursery plays a part in our pastoral care, which is shown by the way of listening and supporting the families as a whole.

If medication is needed throughout the time a child attends nursery this will be discussed in detail with the key person, an individual care plan will be drawn up and medication consent forms completed – these outline the medication that's prescribed, the dosage, times for it to be given and what to do in a case of emergency. Staff keep up to date with paediatric first aid.

There is separate space for personal care to happen away from the playroom to give privacy.

We have a Behaviour Policy which all the staff use as a guidance that outlines the steps to deal with the situation calmly and to work out an agreed solution. We work in partnership with the parents to maintain consent boundaries.

The child has an opportunity to share their views about Nursery throughout the day; conversation often occurs at meal times and circle time to reflect on what they have been doing. The children have access to their learning diaries – when looking at photos or having observations read they may comment further.

5. What specialist services and expertise are available at or accessed by the Nursery?

The Nursery has strong links with the local children's centre (Sea Mills & Stoke Bishop) and the inclusion team who provide support and advice.

6. What training do the staff supporting children with SEND have or are having?

Some of the staff have attended Makaton training which allows them to communicate through signing. Trained staff model this to other staff and volunteers.

All staff are willing to further their knowledge and skills to attend training on specific topics.

7. How will my child be included in activities outside the classroom, including school trips?

All activities offered in the Nursery are fully inclusive and can be adapted or developed to suit an individual's needs. Parents are welcome to join us at any point throughout the Nursery day, including trips.

8. How accessible is the Nursery?

The Nursery has limited access for wheelchair users as there is a step on entry, a few steps on the lower ground and stairs leading to the 0-2 yrs unit. We do not have a disabled toilet.

We have an awareness of auditory needs by reducing the level of noise and ensuring eye contact is made when communicating.

We use a variety of ways to communicate with the parents – emails, notice boards and verbal.

If a parent is identified as needing additional help we would ensure that all information is shared with them – translated into another language if preferred.

9. How will the Nursery prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

As each child joins us at Nursery an individual plan for settling in is worked out with the parent. We work on the basis of that this taking approx 5 visits, building up to the time they will be left for and working towards their set hours.

When a child is preparing to transfer to another setting we create opportunities for them to talk about the changes about to happen, read stories, look at photos, set the scene for role play, and give positive encouragement.

A transfer record will be sent to the new setting to give a picture of the child and where they are at with their development. As a child leaves we will also give the parents their child's learning diary to keep as a record of their time with us at Nursery.

10. How are the Nursery's resources allocated and matched to children's special educational needs?

We do not have an allocation within our budget for SEND. Additional resources will be considered on an individual basis.

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

We are in control of our own staffing levels – we work with the recommended levels and consider individual needs when planning. If a child needs additional support we are able to apply for funding from the local authority.

12. How are parents involved in Nursery? How can I be involved?

The Nursery has an open door policy – all parents are welcome to join in with the routine throughout the day.

We welcome feedback from parents and will consider putting changes into place to accommodate this.

Staff are available to arrange meetings with parents to discuss issues in further detail.

We acknowledge the role the parents play in the education of their child and share ideas to link learning at Nursery with home. Parents are encouraged to share with Nursery their child's interests and skills they are developing.

13. Who can I contact for further information?

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