

## **SPRINGWOOD SEND LOCAL OFFER**

**1.**

**How does Springwood know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?**

Springwood has a detailed system in place, which helps to get to know the child even before the start date. We have extensive registration forms, all about me forms and our families join the settling in sessions, where parents/carers can comfortably speak to our team including the child's key person, Special Educational Needs and Disabilities Co-ordinator (SENDCO) and management. Settling in sessions are an opportunity for the key person to familiarise themselves with the child's individual needs, interests and abilities. This will help to get to know the child and for the parents to share with us any concerns or current needs.

All children attending the preschool and nursery are being observed on their well-being, learning, and development. Observations along with formative and summative assessments will identify if your child needs additional support. We will discuss any findings with you and will create a plan to move forward. Parents/carers are encouraged to contribute, which will help to implement a joint approach.

Your child will be monitored and supported by the setting's staff and outside agencies if needed.

Children with existing support in place will be asked to provide us with the reports and any appropriate notes and contacts.

**2.**

**How will Springwood's staff support my child?**

We have a preschool and nursery SENDCO (Special Educational Needs and Disabilities Co-ordinator) that has been trained to support the key person, child, and families to ensure that the child's individual needs are met. We also have an in-house Early Years Advisor who will support SENDCO and the key person. In addition, all Springwood's staff have a wide range of experience and are trained in a variety of different areas.

When an area for improvement is identified, we will create a plan, which includes any referrals for outside support if needed. We offer an outstanding system for support with referrals to outside professionals. The child's key person will be, in most cases, your first point of contact along with the setting's SENDCO.

SENDCO will work with the key person to provide personal plans for the child's individual needs and learning goals based around her/his abilities and interests. Children who need extra help may have an Individual Education Plan (IEP), Behaviour (IBP) or Medical Plan. Each key person tracks their child's development and reviews their progress regularly.

The key person and SENDCO will liaise with other professionals, such as Area Inclusion Officers, Speech and Language Therapists or Paediatricians to gain further advice in supporting each individual child. The SENDCO and the key person will work together to ensure that these strategies and targets are implemented.

We have robust policies and procedures in place, which are reviewed regularly ensuring that our environments and resources are suitable and accessible for all.

### **3.**

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

We always tailor the curriculum to meet individual needs including those who need extra support or have additional skills they need to learn, e.g makaton.

Regular observations are taken on your child and an assessment is made, which will highlight the strengths and areas for further development (next steps). Along with next stapes, a child may have, e.g. Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Medical and/or Education and Health Care Plan (EHCP), which highlights the areas for extra learning or support. All targets from outside professionals will be incorporated in child's individual plans.

We always make sure that environment reflect children's interests, skills, knowledge and their level of development, and we build curriculum on what children already mastered and we then enhanced their learning.

All sessions offer challenge and support necessary for each child to learn and where necessary differentiation occurs throughout the activities set, questions asked and support given.

Specific resources and intervention strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **4.**

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

All children attending the preschool and nursery are being observed on the regular basic on their well-being, learning, and development.

We note most observations in writing and share with you on Tapestry (online learning journal), parents meeting and SEND meetings. Along with written observations, we will attached photos and videos of your child. You will receive brief feedback when you collect your child too. Children's overall progress is shared with parents throughout the year during parents meetings. We will always suggest any activities or strategies you could do at home with your child. You will be invited to join the sessions, which is a great opportunity for you to see your child and learn more about strategies or activities.

We also have an open door policy and welcome parents/carers to come in and discuss their child with the key person or/and SENDCO.

If key person have any concerns they will contact parents to discuss them and listen to any concerns that you may have too.

The key person or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning.

We use the Outcomes for Children 2013 as a guide for a child's learning and development to tract their progress. We may also use a SEND Outcomes for children or Detailed Learning Journal, which breaks down the Outcomes to smaller steps. Moreover, we also tract all children's communication skills and well-being. The IEPs and IBPs and any other individual plans are tracked individually and are discussed and reviewed with parents regularly.

## 5.

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

We ensure that all children are supported socially and emotionally by staff, who knows the children well. We believe that child thrives when feeling safe and secure with familiar adults in safe and enjoyable environment. Our staff will build strong relationship with the children and especially with their key children.

Every child has a choice and a voice here at Springwood. Children are supported and encouraged. We provide balance between child's led and adult's led activities and tailor that balance to meet children's needs.

Personal, Social and Emotional Development (PSED) is delivered as part of the curriculum across the whole setting. PSED contributes to personal development by promoting social and emotional well-being. It provides a framework and some ideas for teaching social and emotional skills within discrete sessions, across routine and outside the setting.

Springwood also offers:

- High ratio of staff to children
- We offer a wide range of activities within the setting to support their social and emotional development such as school visits, educational trips, PE sessions and links with the community.
- School has an Administering Medication and Managing children who are sick, infectious or with allergies policy, which supports parents/carers and staff with the management of their child's medication within the setting. We will create Healthcare Plan if needed. Our staff regularly undergo training in Paediatric First Aid as well as in key areas such as asthma, diabetes and the use of EpiPens.
- If a child comes into school with a specific need, the key person will be provided with the relevant training (depending on availability and accessibility). We also invite medical professionals to discuss child's needs in details.
- Springwood has Achieving Positive Behaviour policy, which is known, used, and adhered to, by all staff across the setting. Children who need specific support with their behaviour will be identified and support will be offered. This support will range from extra support in the setting, to interventions and support from the outside Behavioural Support Team, Portage, or Area INCO.
- We promote excellent attendance, and will question any absences for well-being and safeguarding purposes.
- The nursery has a sensory area.
- Emotions and feelings are discussed with the children.

## 6.

### **What specialist services and expertise are available at or accessed by Springwood?**

Springwood employs staff who have full and relevant early years qualification and are trained to educate and care for children throughout their time with us. We occasionally may employ staff who are working towards their full qualification. Most staff's childcare qualifications range from Level 3 to Level 7. Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.

Springwood has in-house Early Years Advisor (EYPS, QTS) who has extensive knowledge and experience across many aspects of children's development, Special Education Needs and children's and adults' welfare and well-being. She supports the setting, children, staff, and families.

Springwood has also access to a wide range of resources, trainings, workshops, and services all of which can support the setting, parents/carers, and children. This include, setting Owner, Teacher Advisors, INCO Speech and Language Therapists (SALT), Early Intervention or Social Services.

All staff have many strengths, expertise and are experienced in various areas. For example, we have a member of staff who is qualified in Children's Nutrition. We have experience in supporting children who are visually impaired, who have global delay, learning difficulties, challenging behaviour, are on autistic spectrum, bilingual or have English and a second language, have diabetes and more.

Staff are trained in Safeguarding and regularly updated on legislations and statutory requirements changes. Staff are also First Aid Trained.

## **7.**

### **What training have the staff supporting children with SEND had or are having?**

SENDCO has appropriate SEND training either from outside or in-house, before appointed for the position. SENDCO attends Local Authority Induction Training and regular network meetings.

Below is only some of the training our staff has attended

- Special Education Needs and Disabilities
- Inclusion, Diversity and Equality
- Supporting Children with SEND in Early Years
- Speech, Language and Communication
- Supporting Positive Behaviour
- Positive Approach to Challenging Behaviour
- Boogie Mites
- THOMAS Training
- Strategies to support children with Autism
- Autism - Sensory Issues
- SEN Reforms and Code of Practice
- Makaton
- Awareness Raising – EMTAS
- Ready and Resilient – good practice in school readiness
- Keep on Talking project
- Food Allergies
- First Aid
- Asthma
- Very wide range of Safeguarding trainings, and more.

Each member of staff share the feedback from training they have attended, with everyone and any ideas or new strategies will be implemented to benefit the child/children. We believe in: Support from all and we make sure that all members of staff knows children and know how to support them well.

We continue to train our staff whether it is a refresher or a new training. We put great emphasis on continuous professional development. When possible we will enrol on training to support child's needs, for example diabetes, hemophilia, etc.

**8.**

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

We are fully-inclusive setting and all children attend all events and trips and are encouraged to take part in all activities both within and outside of the setting. Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child.

Risk assessments are carried out and procedures are put into place to enable all children to participate.

We will consult with you about any barriers or extra help a child may need to appropriately plan for the trips. We encourage parents/carers to join in with us too.

**9.**

**How accessible is the early years setting environment? (Indoors and outdoors)**

Springwood have a range of different room layouts, which are unique. We also have spacious rooms and access to garden/s. We will differentiate the room, resources, and activities depending on children's needs, abilities, and development level. Key person and SENCO can work with the parents to provide the best foundation in the environment for the child to have the best access to all of the resources and activities every day to meet their needs.

Around the setting, there are routine time lines represented through photos, symbols and signs, visual cards. Throughout the nursery along with signs, language boards, and flash cards children will find dual language books and stories in their own language. The nursery has access to an interpreter if needed.

Springwoods outside environment is spacious. At Havant gardens we have many resources and experiences to offer. We have a grassed area with bamboo tree, which add a calming feeling, digging area and an opportunity for your child to view wildlife such as bugs and worms in our bug hotels. All Springwood's garden provides challenging activities that promote independence and self-esteem. We have big tractors, climbing frame, wooden planks along with milk crates and guttering to create structures. Bikes and trikes will support children's physical development along with the space for running and jumping.

Springwood offer quite, calm areas for your child to read, and relax in too. We have communication friendly spaces and sleeping room.

We have wheelchair access. There are facilities for disabled changing and toilet, which can accommodate wheelchairs and support individuals with a disability.

**10.**

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

Transitions are a key time for any child. Transition range from changing a room, new staff member, starting the preschool or school, or new children joining the setting. The staff and the key person ensures that these transitions are well planned and supported.

When a child first starts, the key person will work with the parent to decide appropriate times for the child to settle into the nursery at their own pace. Children can bring their comforters and familiar objects/toys from home. This includes any resources that are in different language. We will also ask you to help translates few words so we can learn child's first/home language.

We will ask for home routine with regards naps, bottle times or weaning stage, etc., so we can make the child feels as comfortable as possible.

We offer range of resources to support transitions like visual tools, verbal instructions, visits, and play and stay sessions.

We will always support child child's emotional well-being.

When a child transitions to another room throughout their time at Springwood, the key person will work with the new key person to relay and hand over relevant information for that child. The parent also will have opportunity to meet the new key person and discuss the child and learn about the new room. The child will have a range of settling in sessions to secure successful transitions. The new key person will ensure that the child's interests and needs are catered for and that the child is well adjusted to their new room and peers. The new key person will also visit the child in their current room.

For children who will be going to primary education we will liaise with school's teachers and school's SENDCO. We invite teachers to meet the children and we will share appropriate information about the child with them. We will share relevant supporting documents (e.g. reports, IEPs,) to ensure a smooth transition takes place for all children. We also offer activates that steady introduce primary education. We have school's uniforms for children to explore, PE activities where children can dress into the PE clothes.

We always support children and encourage independency, build self-esteem, work on communication and language skills and much more.

## **11.**

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

The Special Education Needs funding is allocated to your child where appropriate. A meeting is held with the child's family, the key person and/or SENDCO to discuss how the funding should be spent to best benefit your child. It depends on child's individual goals and needs. It can be spend on extra sessions, 1to1 support, resources, outings, or additional training for staff, etc. Some examples of the funding include, Inclusion Support Grant (ISF), Disability Access Fund (DAF), Early Years Pupil Premium (EYPP) or Disability Living Allowance (DLA).

## **12.**

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

These decisions are made in consultation with parent/carer, key person, SENDCO, outside professionals if involved and Springwood's Senior Management.

Decisions are based upon tracking of child's progress and as a result of assessments by outside agencies.

The setting holds regular meetings, at which involved parties are called together to discuss provision for supporting children and families in the setting and outside.

During their time with us, if further concerns are identified due to the child's slower than expected progress or well-being, then other interventions will be arranged and strategies reviewed.

The extra support is promptly put into place and supported by all staff members.

### **13.**

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

Parents/carers are the child's first most important educators. You and the key person work together on your child's learning and development.

Parent's communication is valued and the key person will work together with the parents to ensure that every child's learning is supported. At the initial settling in sessions, you will work with the key person to settle the child into the nursery and preschool. The parents will be invited to attend regular meetings to review the child's progress. Every child has their own learning journal that the parents can view at any time. The parents are encouraged to add their views and comments.

We have an open door policy and all parents/carers and family members are welcome to join in. We offer lots of family events, play and stay sessions or craft activities to involve you in your child's learning and setting life. You are more than welcome to volunteer any time you can and can join us on outings and trips.

We sometimes send home parents/carers questioner so please look out for these as your opinion matters to us!

### **14.**

#### **Who can I contact for further information?**

A parent's first point of contact is their child's key person and management. Springwood has an open door policy and parents and carers are welcome to come in at any time to arrange a meeting to discuss their child's progress. Our Early Years Advisor and Owner is also available to see you.

Our contact details:

Springwood Park Preschool and Nursery, Middle Park Way, Havant PO94BU phone 02392 489830, mobile 07497772507 email: [nursery@pcs.hants.sch.uk](mailto:nursery@pcs.hants.sch.uk)

Springwood Preschool, Copnor Methodist Church, Epworth Road, Copnor, PO3 5BT, mobile 07434978487 mail: [springwoodcopnor@gmail.com](mailto:springwoodcopnor@gmail.com)

You can also contact via Facebook by searching for Springwood Park Preschool and Nursery or Springwood Preschool Copnor