



## **Harwich Connexions Windmill Nursery Ltd**

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### Parent/Carer Information: SEND Local Offer

**Q. How does The Windmill Nursery know if children need extra help and what should I do if I think my child may have SEN (Special Educational Needs) or disabilities?**

A. All children are treated as individuals; our staff are experienced in observing, assessing and planning their next steps. If you have concerns about your child you can speak to the SENco (special educational needs co-ordinator) who is here to help you, this is Roz Birch.

**Q. How will your setting support my child?**

A. Every child has their own key person who will work with your child. They will get to know them and plan around your child's interests, they will also take the information that you have shared with them. Our SENco is also able to call upon the SEND Inclusion Partner for support. Interaction with other agencies as applicable, also ensures that the best possible learning outcomes are determined for your child.

**Q. How will your setting create learning and development opportunities for individual children with SEND?**

A. Through the key person observations your child's one plan will be adjusted to meet their individual needs. Your child will also have a learning journal which will have observations, photos and other relevant information which helps staff to plan. Your child's learning journal is available online for you to see. If your child is on one planning, this is reviewed every 3 months with parents/carers, but the plan is constantly updated when new information is shared with us. One planning is a graduated approach to support children to make progress in things that matter to them.

**Q. How our setting works in partnership with parents/carers?**

A. We create a one plan which is person centred and developed together with parents, staff and our SENco, with your child at the centre. Our parents/carers are valued and listened too. Your child's progress is plotted on a tracker to monitor their development across all areas of learning. You can make an appointment to see your child's key person at a mutually convenient time if you should have any questions, queries or concerns, if you don't get to see them at drop off or pick up. Staff will happily offer help in ways to support your child at home and our SENco is available if you would like to speak to her. There are regular meetings for those children who have additional needs. Verbal feedback is also regularly relayed to you regarding your child's day and achievements.

**Q. What support will there be for my child's wellbeing?**

A. Should your child require prescribed medication then a member of staff will be responsible for administering this and you will be required to sign either a long-term medication form or a daily one and your child may need a care plan.

We promote positive behaviour, and all of our staff are trained to support this. Should your child need this support we will work with you to provide a consistent and planned approach to help improve the behaviour. You and your child will be fully involved in the development of the plan. We are also adopting Trauma Perceptive Practice or TPP and have a whole setting approach.

If I am sad, my key worker and all the ladies will support me and give me a cuddle.

Everyone in our setting will ensure the needs of children and young people with SEND are being met and that they feel as safe as their peers. We listen to the child's voice and non-verbal communication. We ensure all children and young people have appropriate ways of disclosing abuse with the support of trained staff.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

The government guidance *Working Together to Safeguard Children* (2018) and *What to do if you're worried a child is being abused* (2015) provides a national framework for all agencies working with children to join in partnership to safeguard our children effectively.

**Q. *What specialist services and expertise are available or can be accessed by the early years setting?***

A. Our SENco is highly trained and has over 30 years experience in SEN. We work with and alongside all outside agencies e.g.: Speech & language therapists, Paediatricians, Occupational therapist, Physiotherapist, Children and families wellbeing service, Children's Centre, Family Solutions and Education. These professionals are able to see the child in our setting if required. We are able to contact a SEND Inclusion Partner. We work with parents/carers and any specialist outside agencies. We are also able to sign post to agencies within our community.

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

A. Most of our staff have attended training on speech & language, promoting positive behaviour, Autism (ASD), Global Delay and attend different SEND training every year; this is ongoing.

Staff also attend training courses as new ones come up.

Our SENco has had training in speech, language & communication difficulties, ASD, Global Delay, Inclusion development, Promoting Positive Behaviour, Sensory needs, Medical needs, First Aid, Trauma Perceptive Practice (TPP), Makaton, Hearing impaired, Down Syndrome training, Defibrillator, Emergency Buccal training and Epilepsy Training.

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

A. All children are included on any trips. Prior to the trip taking place we will discuss with you the best way for your child to take part in this activity and a risk assessment will be undertaken. If needed an additional member of staff will be provided, you are also welcome to come along. We will ensure the trip is inclusive.

**Q. *How accessible is the early years setting environment? (Inside and out)***

A. The Windmill nursery is all on ground level. The building itself is accessible to wheelchairs. We also have a disabled toilet. All our outside areas are on ground level. Our doors are wider than normal for wheelchair access, we have a car park out the front of the nursery for easily accessible parking, which also has a disabled bay.

**Q. *How will the Windmill Nursery prepare & support my child to join the early years setting, transfer to a new setting/school?***

A. Your child will be given dates to visit before they start with us, we will then offer stay and plays. If we, or you as a parent/carer thinks your child may need a few visits/stay and plays - these will be arranged.

When your child is due to start school our SENco will liaise with you and the school to arrange transition meetings that suit you, if appropriate your child's key person will do extra school visit/s with your child prior to their school start date.

We will make books containing photos of the school, teacher, classrooms etc to look at with your child. If your child has a One plan or EHC plan these will be passed to the school. We have good links with all our local Primary schools.

Teachers are welcome to visit our nursery at any time and most teachers schedule visits to meet the children and see them in the nursery environment.

**Q. How are The Windmill Nursery resources allocated & matched to children's special educational needs?**

A. If a child has been given SENIF we will allocate that money to your child for targeted time. If your child is in receipt of Disability Living Allowance (DLA) we will apply for Disability access funding (DAF), once received, we will liaise with the parent/carer and the child's key person to find resources that will extend their learning. We also have a large quantity of toys and resources, tried and tested, that suit all children including SEN.

**Q. How do we decide on appropriate support for young children with SEND?**

A. Initially our SENco will meet with you and discuss all your child's needs. We may also involve the Inclusion Partner for support. With your full involvement we will start One planning (this is child centred) this will be reviewed every 8 to 12 weeks, monitoring is always ongoing. The parent/carer comes to these reviews where the plan is updated. For this, we use a graduated approach. A graduated approach is where we assess the needs of the child and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.

**Q. How are parent/carers involved in the early years setting?**

Parent/Carers may be asked on outings and also encouraged to come in and share their work (i.e. dentists, policeman, fireman etc) and hobbies or cultural differences and languages with the children. We also always ask parents to contribute towards one plans and DAF resources.

**Q. Who can I contact for further information?**

A. We give all new parents/carers all the information they will need, but if you would like further advice you can contact the Nursery Manager: Ashleigh or our SENco: Roz.

Tel: (01255) 880135 or email: [manager@hcwindmillnursery.co.uk](mailto:manager@hcwindmillnursery.co.uk) or [senco@hcnoahsnursery.co.uk](mailto:senco@hcnoahsnursery.co.uk) or our admin team on: [admin@hcwindmillnursery.co.uk](mailto:admin@hcwindmillnursery.co.uk)

If you require further information you are able to look at the Essex local offer, which will also give you information on:

- Leisure
- Money advice
- Preparing for adulthood
- Social care
- Travel and Transport
- Support groups
- Childminders
- Mediation and appeals regarding EHCP's