



## Sunflowers Nursery

### SEND Local Offer

#### Key words

**SEND (or SEN)** – Special Educational Needs and Disabilities

**EYFS** – Early Years Foundation Stage

**SENCO'S** – Special Educational Needs Co-ordinators

**Target Form** – Target Form is to assess your child's needs, to whether they need outside agency support, the stages are Early Years Response, outside agency support, intensive support, SEN support

We will act in accordance with the following legislation:-

The Equality Act 2010

Special Educational Needs and Disability Regulations 2014 & Code of Practice 0 -25 years January 2015

Statutory Framework for Early Years Foundation Stage

#### What does Special Educational Needs mean?

SEN is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them, than for other children of their age. Around one in five children have SEN at some point during their nursery or school years.

There are many types of SEN and the term SEN covers a wide range of types of needs including:

- Space for the children to be able to move around freely and are able to explore the environment safely.
- Specific learning difficulties
- Moderate learning difficulties
- Speech language and communication needs
- Behavioural, emotional and social difficulties
- Autistic spectrum conditions
- Visual and hearing impairment
- Physical disability
- Multi-sensory impairment
- Profound and multiple learning difficulties

#### Our setting

Our premises apart from the Pre-school unit are on one level, with a dropped kerb access to the front door. We have two large double doors leading to most of our rooms which allows wheel chair access. We also have 2 disabled toilets. We regularly review our environment to make sure it is inclusive and accessible to every child and adult in the setting, making changes if they are needed. Within the rooms we offer:

- Space for the children to be able to move around freely and are able to explore the environment safely.
- Within the nursery there are quiet cosy areas for children to be able to rest and sleep and they are able to access quiet activities if they want to. In the Pre-school unit there is a sensory room, offering a calming environment.

- All of our furniture can be moved around to make space for any specialist equipment that might be needed.
- All of our toys are age stage appropriate but we can also share toys from all the different rooms within nursery to suit every child's individual needs.
- Children that have SEND can be supported through nursery by using visual timetables, books and cards. Makaton is also used around the nursery by every staff member for children who may have hearing difficulties.
- A screen is displayed in each room to show what your child has been engaged in during the day. Your child's day sheet will show what they have eaten and played with. This will also be discussed with you at the end of the day.
- There is a carpeted area for stories, quiet time etc and a hard floor area for children to access messy play etc.
- We have patio doors in most rooms to allow the children to access the garden and look out at the garden at all times.
- There is a gardening area for the children to be able grow fruit and vegetables.
- There are plenty of toys and equipment in the garden for the children to access, such as slides, see-saws and playhouses etc.
- The Pre-school unit is in a separate building located one minutes' walk down the road. All the children's requirements and needs are still met and targeted in the same way.

### **How our nursery identifies children with special educational needs?**

- Each child is assigned a key person when starting nursery, they will monitor your child's developmental levels following the EYFS.
- Every 3 months the key person completes a tracking form, this will help to highlight any developmental needs your child may have.
- If the child's key person have any concerns they will discuss this matter with you in private. We then put in place a plan together, to support the child's learning and development.
- Within the nursery we carry out the 2 year check with parental involvement and if needed shared with other health professionals.
- There are two qualified SENCO's within the nursery who have up to date experience in assessing children with additional needs, they can offer advice and support to the key person and the parents.
- At Sunflowers Nursery a SEN policy is in place.
- If there is a concern, the SENCO will discuss with parents about further action, this will only happen with parental consent.
- Once the child has been observed a Target Form will then be put in place.
- As a setting we work alongside other agencies such as speech therapists, child psychologists and physiotherapists, to help support your child's individual need.

### **What is a Target Form?**

A target form is designed for children with SEN to help them get the best out of their nursery experience and the most out of their education. A Target Form sets out targets and actions for the child, additional to those that already take place in the rest of the group/class. It is not a legal document but helps with supporting your child.

An Target Form usually consists of 3 or 4 targets to help your child to progress, it might include the child's likes and dislikes or anxieties or activities in which to help your child progress their need ie physical, emotional etc.

Each Target Form is reviewed so that we can identify the outcomes to show whether the child is progressing or not, this is usually done two or three times a year. When reviewing a Target Form,

parents and professionals are involved and come along to the review meetings to talk about their child's progress and to put new targets in place.

A Target Form assesses your child's needs at any early response, then if needed outside agencies become involved.

### **How parents are involved?**

Parental involvement is important to Sunflowers Nursery, we value parents sharing their knowledge about their child's needs, their interests and progress. Parents are encouraged to fill in compliments and comments forms. Parents are able to arrange regular meetings with their key person or the SENCO. Parents have involvement in tapestry, looking at their child's journal and making comments back. We have an open door policy. We support parents in every way, we can be involving outside agencies where need be ie Speech and Language Physiotherapist etc

### **How we support the child's transition into their school when they leave our setting**

It may be a difficult time when your child leaves nursery, so it is important to make the transition to school as smooth as possible. The Senco/key person is always willing to accompany the child to school for settling sessions to aid transition. Every child within the nursery has an online or paper learning journal, which goes through nursery with them tracking their development. The children with SEN also have another folder which is full of their Target Forms and reviews. These are made available to parents and school. 'An all about me' booklet is given to the school which includes personal information about the child.

### **How we adapt the curriculum**

Activities can be adapted in many ways, eg if a child was unable to draw using a pencil, a furby pencil would then be provided. If a child was unable to cut we would supply specially adapted scissors so the child can take part in every activity. All activities are changed to meet the child's needs.

### **How is the settings special educational needs funding allocated?**

The special educational needs funding is only allocated to the child where appropriate. The child would have to be on a Target Form and a meeting between the early years professionals and Senco would take place to discuss the benefits. An example of this benefit of funding could be the child having a one to one buddy or to have specialist equipment.

### **Parental opinion of Sunflowers Nursery SEN services**

***Sunflowers are well educated in special needs and deal with these proactively and sensitively. They detected special needs in my son before I did myself. This was a massive help in getting the ball rolling with an Individual Education Plan and assessing his needs. The SENCO and staff have been very supportive to myself and my son and made lots of adjustments to support his needs and tried numerous equipment and visual aids to assist him. Sunflowers' proactiveness and hard work have enabled my son to obtain a Statement of SEN in time for starting school; and their support and encouragement have turned what was initially a daunting situation into a manageable one for me as a parent.***

***Mrs S C***

***Reviewed 30<sup>th</sup> January 2021***