



14 questions and responses to our local offer 2019

Q1 - How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

At our nursery each child's keyworker observes the children in their care on a daily basis to evaluate and plot the child's progress. The next steps are identified and planned for to extend the child's learning opportunities and experiences. The staff document the observations as part of a regular reporting process and part of the child's learning journey profile. We also complete a two year check as part of this process and tracker sheets showing a visual display of a child's learning development. This information is shared with parents/carers and their contributions are sought by way of an 'All about me' form which they are asked to complete when a child starts, and then are asked to periodically update. Each term staff also completes a Child development audit which helps assess if the child is reaching their expected milestones, and help to identify any extra support that may be required. Parents/carers are informed of our findings and are encouraged to speak to the child's key worker or SEND coordinator regarding their child's progress and the next course of action.

Q2 - How will early years setting staff support my child?

If additional support is felt to be required parents/carers permission is sought and the relevant outside agencies are contacted for guidance and possible support. The special needs coordinator oversees the staff at the setting and will attend meetings and seek advice and support to develop an Individual Support Plan. We plot and document the next steps for the child's progress and ascertain any further support the child may require from outside professionals and agencies. The child may require specialist medical equipment or provision to ensure the child is able to participate in activities at the nursery to their own individual ability.

If this is the case, we will seek support and guidance to adapt resources and the environment to enable the child to participate to their own ability in the nursery with support from their key worker. We may have to apply for financial support to implement the adaptations required and will contact Surrey to fund these resources if necessary.





Q3- How will the curriculum be matched to my child's needs?

The nursery follows the Early Years Foundation Stage guidelines for Learning and Development set by the government. Using these we plan for each individual child's needs and preferred learning style, developing and moving on activities and play so the children can enjoy and get the most from the resources we have on offer. The children are encouraged to self-select a variety of toys and resources they wish to play with, these along with a mixture of adult led activities help to get the most of the learning experiences on offer each session the child attends. The key worker uses their knowledge of the child to support the child and documents each child's individual progress in their own learning profile.

Q4 - How will both you and I know how my child is doing and how will you help me to support my child's learning?

The nursery pride ourselves with the approachability of the staff and being available at each drop off/collection time for parents/carers to talk about the child's day/session as necessary. We offer regular meetings to discuss a child's progress and for parents/carers to view any paperwork associated with their child. There are plenty of opportunities to update information already collated from the home and operate an open door attitude with parents/carers. We encourage sharing of information and news that may affect the child experiences at the nursery. The nursery is happy to seek outside support and signpost groups and activities for parents to seek advice and support from if required. We also help advertise groups and workshops from the local children's centres.

Q5 - What support will there be for my child's overall well-being?

On starting the nursery there is a comprehensive amount of information collected on the new arrival by way of 'Getting to know you' forms for parents to complete and 'Personal detail forms'. These gather a variety of information to enable the child's Key Person to get to know the child and family, to help them settle. There are various medical conditions and allergy questions to ensure the nursery is aware of the child's needs. All members of staff hold a current paediatric first aid qualification which is updated as necessary.





If appropriate the child will have an individual care plan written, devised in conjunction with the parents/carers to support any medical/ illness or dietary condition that may require medication or supervision. Medicines are accepted and administered with parents/carers consent and dietary requirements are adhered to whether it is for allergic, intolerance, preference for religious reasons. The children don't have to be toilet trained before they start and the nursery staff support the child at whatever stage they are at to help them become independent in their self-care skills. The nursery has a clear behaviour policy for staff to implement for children who need support with managing their behaviour and feelings. Parents/carers are informed of the strategies used and all parents/carers are supplied with a 'Home behaviour agreement' to inform them of our expectations and support them with the processes we will take to encourage desired behaviours from their children. With our support the child will be monitored and supported to display more appropriate and positive behaviours within the nursery environment. The children are shown excellent role models by the staff and their peers, to ensure clear, age appropriate, consistent, achievable boundaries for them to follow. Children are taught that their actions have consequences and the nursery use 'Golden rules', my achievements and star awards to help implement the routines and boundaries in a way the child can easily understand. With the support of staff and the nursery's numerous strategies the children learn acceptable and positive behaviours.

Q6 - What specialist services and expertise are available at or accessed by the setting?

At the nursery we are always willing to take advice and support from our Independent Early Years Advisor and other professionals and outside agencies. Using this we can access most local children's services, such as, speech and language therapy services, occupational therapists, physiotherapists, child psychologists to name a few of the professional involved in children's health and welfare.





Q7 - What training are the staff supporting children with SEND had or are having?

Most of the nursery staff hold a level 3 qualification in children's development. We access online or workshop training on a variety of topics to help the children in our care. The nursery will seek additional support from agencies including Speech and language therapists. Play workers, physiotherapists and portage etc. to train the keyworkers as necessary to support the children in their care. Staff caring for children who need specialist support will be supported with training as necessary to help them achieve the best possible outcomes for the children in their care.

Q8- How will my child be included in activities outside the classroom including school trips?

All children are encouraged to participate in nursery trips and activities. Parents/carers are informed of the impending trip and permission sought to ensure we have a high level of child/adult ratio to ensure the children participating get the most from the experience. Special provision is made for children with special needs or physical disabilities to ensure the child can participate with as much of the trip experience as possible. All parents are encouraged to volunteer on trips and this enables the parents to have a valuable insight to the trips and the learning possibilities and opportunities that the outside activities and trips open up for the children. Parents/carers are consulted in all matters regarding the trips, so a clear picture is obtained to ensure the children can participate in as much as their individual abilities allow.

Q9 – How accessible is the setting environment?

All of the nursery is on one level and is accessible to all including children requiring wheelchair access and walking aids. The outside area is accessible by double French doors to a level all weather play surface. There is a higher level grassed area with a large covered sandpit, containing balance equipment and a large climbing apparatus. This area is accessed via a gate and wide low steps to enable wheelchair access or children using specialist walking equipment.





The nursery has the use of a separate classroom within the nursery fenced area, which is accessed via a purpose built ramp for wheelchair access.

Parents of children that have English as an additional language are encouraged to supply the nursery with key home language words/phrases to support the child. The nursery will seek access to language courses if necessary for the child's keyworker to be able to communicate with the child's parents.

Q10 - How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

The nursery asks for information on the child before they attend and parents/carers are offered and encouraged to visit with their child on applying or accepting a place. The children are offered visits by way of a social coffee morning, when parents/carers stay and have the opportunity to meet other children and parents starting at the same time. At this event staff are also available to start to build relationships with the families and discuss any needs a child may have. If necessary children can be offered independent visits for 1+ hour, these shorter first sessions enable the children to settle.

When the child is ready to leave the nursery and move onto mainstream school or a specialised school, the SEND coordinator arranges transition meetings to enable all parties to support the child with the next steps in their education. The key worker will complete transition reports and the parent/carer will be involved and consulted in the processes to enable the best possible, most positive transition to their next learning environment. Children who require a more flexible settling in period are catered for with more accompanied visits, independent visits and shorter sessions to support the child and family.





Q11- How are the setting`s resources allocated and matched to children`s special educational needs?

Each child has a Key Person to ensure they have somebody familiar to ensure their wellbeing at nursery. Key persons are allocated on a 'most face time' basis and staff experience. The nursery will apply for additional funding via, Inclusion funding grants or Discretionary Funding grants to allow the nursery to allocate the best possible supported sessions for the child in need. If a child requires full time support a Special needs key worker will be employed to be able to give the child the 1:1 support required.

Q12 - How is the decision made about what type and how much support my child will receive?

The various observations and audits will support the nursery to assess the needs of the child and allow the staff, management and other professionals involved with the child to decide on the level of support needed. The nursery will complete a 'one page profile' which will begin to build into a document ready to monitor the level of support needed and ascertain the progress the child makes with the additional support.

Q13 - How are parents involved in the setting? How can I be involved?

The parents/carers are a vital link with the child`s ability to make the most of the nursery`s learning environment and building support for the child. The parents/carers will be encouraged and consulted on all aspects of the child`s care and progress and they will be encouraged to contribute to the child`s learning to gain the best possible outcomes for the child.





Q14 - Who can I contact for further information?

If a child that already attends the nursery, the child's key Person is encouraged to be the 'first port of call' then they can consult the nursery SEND coordinator Laura Evamy (also the Deputy Manager). She is available most days to discuss any matters regarding a child already attending and is also available to discuss any questions for a parent wishing their child to attend the nursery. The nursery can be contacted by E-mailing the office on: rainbownursery@shottermillparish.org.uk anytime or by ringing 01428 656086 during office hours Mon - Fri 9.00- 3.30pm)

I give permission for this information to be published on the Surrey Local Offer Website

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