

Local Offer

Special Educational Needs and Disability (SEND)

Implemented September 2014

Revised October 2017

Sussex House Nursery

Brighton & Sussex University Hospitals NHS Trust

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What is the SEND Local Offer?

'Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO)'

3.67 page 31 Statutory Framework for the Early Years Foundation Stage 2017

From September 2014 all settings within the Local Authority were required to publish information about the services which are available within the area for Children and Young People from birth to 5 years who have 'Special Education Needs / and or disability'. This is known as the 'Local Offer'.

The main purpose of this offer is to provide parents/carers, settings and Local Authority with information that is:

- Clear, comprehensive and accessible information which gives support and opportunities of services that are available
- To make provision more responsive to local needs.

Brighton and Sussex University Hospitals NHS Trust provides two nurseries for staff and families within the area; Sussex House Nursery, Royal Sussex County Hospital, Brighton and the Wendy House Nursery, Princess Royal Hospital, Haywards Heath. Both nurseries cater for children between the ages of 6 months and 5 years.

As nurseries umbrella by an NHS Trust we embrace the wealth of ethnicity and diversity we have within the children and families that attend our settings. The nurseries are both inclusive environments which provide easy access from a ground floor level with car parking 'drop off', double door frontage and wheelchair accessibility with disabled facilities. All playrooms and garden is accessed from the same level which makes easy mobility from one area to another.

The nurseries fall within two separate Local Authorities; Sussex House Nursery within Brighton and Hove Council and Wendy House Nursery in West Sussex County Council.

The revised 'SEND Code of Practice 2014 revised January 2015' underpins the following principles to ensure that every child and young person has a strong focus on high aspirations and improving outcomes to reach their full potential.

- The views, wishes and feelings of the child or young person and their parents are embraced
- To ensure 'full and relevant' information is provided and support given to allow the child, young person and their parents to fully participate in decision making.
- The importance to support the child or young person and their parents in order to facilitate the development of the child or young person to help them achieve the best possible educational and other outcomes for the future.
- To allow early identification of the children and young people's needs and early intervention to support them.

- To provide greater choice and control for young people and their parents over support.
- Improving collaborative working between Education, Health and Social Care services to provide support.
- Improve the quality of provision to meet the needs of children and young people with Special Educational Needs.
- To focus on 'inclusive practice' and removing barriers for learning.

Brighton and Sussex University NHS Hospitals Nurseries Aims for Inclusive Practice

The nursery 'Local Offer' document is to demonstrate the aims, practices and strategies we have agreed to ensure the effective and efficient provision for children with special educational needs / and or disabilities (SEND) accessing our BSUH NHS Trust nurseries.

This document provides a framework for the identification and support of children who may at some time experience difficulties and will require additional support.

Provision for children with SEND is the responsibility for all of the staff in the setting. The child's Key Person with the assistance of the Special Educational Needs Co-ordinator (SENCO) or Inclusion Co-ordinator (INCO) will make all staff aware of a particular child's needs to ensure a consistent approach. Each child is valued and respected ensuring the potential of every child is maximised, irrespective of gender, ability, race, disability, and social background to enable equal access to the environment and the early year's curriculum.

The BSUH Nurseries will endeavour to demonstrate the followings 'Aims':

- Children with special educational needs and or disability are welcomed and seen as providing a valuable contribution, with our aim all children can participate fully in the life of the setting.
- To identify the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To use the revised 'SEND Code of Practice 2014 revised 2015' procedures for identifying, assessing and making provisions for children with special educational needs and or disability (SEND).
- To ensure children are given appropriate support to allow every child full access to the Early Years Curriculum in a positive framework.
- It is our aim to fully include children in all activities of the nursery in order to promote high levels of achievement.
- To involve parents, children and others in developing a partnership of support enabling them full confidence.
- All staff establish close links and work in partnership with parents to identify the children's needs, assess the extent of their difficulties, support with additional help and seek outside professional advice if necessary.

How We Develop Practice with Parent Partnership Working

Each nursery will have at least one named Special Educational Needs Coordinator / Inclusion Coordinator (SENCO/INCO) member of staff that in junction with the child's named 'Key Person' will work closely with the child and the parents to develop developmental plans and strategies to ensure they achieve the highest outcome within the area of development.

Overall SEND actions will be overseen by the Nursery Manager, who will liaise with the parents, staff and professionals and other agencies to ensure collaborative working is maximised and the child's needs are central in decision making.

As part of the Early Years Foundation Stage (EYFS), staff will monitor progress through various observations either planned or spontaneous which will identify individual interests, development and learning styles. This information is collated and influential in creating plans and next steps for the child within the term and the following term period. Goals or next steps are aspirational but achievable for the child ensuring the child is confident in their learning.

It may be necessary for staff to develop this plan further, providing a more extensive detail of the child's individual educational needs within a plan. These may be simplified for achievable steps and may require the support of other practitioners or professionals.

If a child was identified to require further support within their learning whether this is prior to commencing in the nursery or during their time in the setting the Nursery Manager with the assistance of the SENCO/INCO will discuss with the child's parents the relevant professionals that could provide support within the setting. The level of support will vary dependent on the needs and age of the child.

Further meeting will be mutually agreed with the Nursery Manager and the child's parents, the SENCO/INCO, Key Person and other professionals/agencies may be present. The purpose of the meetings will be to ensure all parties are continuously aware of the child's developments and all reasonable support is in place to support learning and progression.

Changes from September 2014 'CODE OR PRACTICE' revised January 2015

From the 1st September 2014 the following changes were implemented

Education, Health and Care plans

Statements and Learning Difficulty Assessments (LDA) will be replaced by an Education, Health and Care (EHC) plan. An EHC plan sets out the child's needs and how they should be met.

There will be a personal budget for the child if they are eligible for an EHC plan, there will also be parent contribution to how this money will be spent.

Young people in further education and training will also be eligible for an EHC plan and will now be up to the age of 25 years. *Further reading* www.gov.uk

How We Develop Practice with Working Other Professionals

Danielle Ripley is the current SENCO at Sussex House Nursery. She has attended the training provided by the inclusion team in Brighton and Hove. Our aim is to train a further member of staff.

At the setting we support children with SEN by providing support to both themselves and their families. We work closely with any other professionals involved also. We are able to provide small group activities for children who require additional support as well as providing an Individual Education Plan as required.

The SENCO supports staff within the setting, looking at and ensuring good practise in all areas. They are able to help staff complete next steps for their key children and write individual plans as required. The SENCO can also support with both leading and acting as a support during small group work too.

The Local Education Authority Contacts

Brighton and Hove Inclusion Support Service (BHISS)

BHISS provides access to highly skilled and experienced specialist professionals including educational psychologists, primary mental health workers, specialist teachers and practitioners in two key areas:

Learning and Communication

- Autism (formerly ASCSS)
- Early Years (formerly PRESENS)
- Educational Psychology
- Language (formerly LSS - Language Support Service)
- Literacy (formerly LSS - Literacy Support Service)
- Sensory Needs - Hearing Impairment & Visual Impairment

Social, Emotional and Mental Health

- Educational Psychology
- Schools Wellbeing Service (formerly community CAMHS)
- Social, Emotional and Mental Health (formerly BILT)

Contact details.

Email address: sen.team@brighton-hove.gov.uk

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