

Local Offer

Special Educational Needs and Disability (SEND)

First Implemented September 2014

Revised October 2017 & February 2020

Wendy 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 maybe 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.

'Code Of Practice' revised January 2015

The teaching and learning of children with specific needs is an integral part of the Early Years Foundation Stage with an emphasis that all staff is responsibility of supporting the child.

As a setting we pride ourselves at working closely with families of children with special educational and will make reasonable adjustments of provision to enable the child to reach their potential. It is the responsibility of the nursery to adopt a 4 stage of action (ref Code of Practice 15) *Assess, Plan, Do, Review*.

- *Assess – Analysis the child’s needs*
- *Plan – Advice, recommendations*
- *Do – Responsible for working with children day to day*
- *Review – Agreed dates*

All children are entitled to an education that enables them to:

- *achieve the best possible education and other outcomes and*
- *become confident young children with a growing ability to communicate their own views and ready to make the transition to compulsory education*

SEND Code of Practice 2015

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

The role of the SENCO at the Wendy House Nursery is to support early identification and intervention for children with special educational needs. Our current named SENCO’s are listed on our nursery notice board.

At The Wendy House we support children with SEN by providing both the child and their family with support. We work very closely with other professionals to ensure needs are met.

The children are supported through observation and adjustments; we have a key person system in place for every child within our nursery. This person will be able to build close, caring relationships with the children, encourage and support the children’s next steps and identify additional needs, to name a few.

We currently have one SENCO at our nursery, which has completed training and attended supporting courses. We feel that an effective partnership with parents is essential. We aim to support and assist our parents, we build strong relationships with our parents to make them feel welcome and valued, we have two way communications with our parents and we always encourage feedback.

Early Years Planning and Review Meeting (EYPARM)

Early years planning and review meetings take place across West Sussex each term to discuss and plan for pre-school children who may have special educational needs or disabilities. This information can be passed to your child's first school, to help your child make a good start, or to assist with making a decision about carrying out an EHC Needs Assessment.

A number of children start school with SEN Support rather than having an EHC Needs Assessment or EHC Plan in place.

Additional Support:

Children's Learning & Well-being Audit (CLaWBA) West Sussex

The Children's Learning & Wellbeing Audit is designed to ensure all young children are ready for school and future work. Early indicators within the document highlights where children and families require help and support.

To ensure young children are equipped for school readiness parents/carers are accessing early education, health and family support through Early Help Children's Services (formally known as Integrated Prevention & Earliest Help IPEH)

The CLaWBA helps identify those children that are most vulnerable both short and long term and with the support of relevant professionals will work closely with individuals and families to meet current needs and improve their life chances.

There are two documents as part of this process:

- Children's Learning and Well-Being Indicators
- Children's Learning and Well-Being Audit

The indicators are used as a 'tool' for professionals working closely with a family to identify factors that may impact on the health and wellbeing of a the child[ren] and the level of impact. The indicators are divided into Health, Environment and Learning and are then broken down further into Family and Child.

Once indicators have been identified and using West Sussex Continuum of Need guidance for the level of concern and a review of what is already in place for the child/family it is then considered if a referral is required to the Multi Agency Safeguarding Hub (MASH)

The Learning and Wellbeing Audit is to ensure that the level support a child/family requires it appropriate and is being regularly reviewed by the recommended professionals. For those children attending the Wendy House Nursery that have been identified to require support the Early Help Service will arrange regular consultations with the Nursery Manager, SENCO/INCO, Key Person or Health Visitor.

The Local Education Authority Contacts

West Sussex Inclusion Team

SEND Hub Networks are developing their support and training to help education settings meet the needs of children and young people (0-25 year olds) with special educational needs and disabilities (SEND).

Email address:

Parent/Carers: send.ias@westsussex.gov.uk

Children and Young People: cyp.sendias@westsussex.gov.uk

Phone: 03302228555

Family and Information Services

Email: family.info.service@westsussex.gov.uk

Phone: 01243 777807

Opening hours: Monday-Friday 8.00am-6.00pm

Mid-Sussex Portage

Cuckfield Road

Burgess Hill RH15 8RE

Tel: 01444 243150 mid-sussex.ed.portage.service@westsussex.gov.uk

Early Years and Childcare Advisor Mid Sussex Hub

Phone: 07710859233

West Sussex CLaWBA (Children Learning and Wellbeing Audit)

www.westsussex.gov.uk/CLaWBA

Early Help

For general enquiries email: earlyhelpcentral@westsussex.gov.uk Phone: 01243 777807

Local Family Centres

Haywards Heath Children and Family Centre

51 Penn Crescent,

Haywards Heath, RH16 3HP

Email: haywardsheath.cfc@westsussex.gov.uk

Tel: 01444 255499

Sidney West Children and Family Centre

Leylands Road,

Burgess Hill, RH15 8HS

Email: sidneywest.cfc@westsussex.gov.uk

Tel: 01444 255493

The Gattons Children and Family Centre

The Gattons Infant School,

Royal George Road, Burgess Hill, RH15 9SL

Email: thegattons.cfc@westsussex.gov.uk

Tel: 01444 255480

Local Offer Questions and Answers

1. How does the nursery identify children with SEND?

All children have a developmental 'Learning Journal' which holds details of their progress through age/stage of development. Your child's 'Key Person' is responsible for inputting relevant developmental evidence and reference within the recommended stages. All children will have a 'Tracker' of progress and Next Steps /Monitoring Sheet are completed per term. The Key Person will undertake regular observations both planned and spontaneous and this will be linked to the EYFS 'Development Matters' handbook.

2. How can I raise my own concerns about my child's development?

It is important the nursery has strong parent partnership links. Parents/carers will be asked to complete feedback for Next Steps and Monitoring form to ensure that the child's interests and development are acknowledged in the setting and at home. Your 'Key Person' will want to share this information regularly through written and verbal communication, however if you have your own concerns please discuss with the nursery as soon as possible as early detection has the best outcomes.

3. How will the nursery support my child?

With any 'new child' we offer an induction period adaptable to meet their needs; by having suitable amount of visits to the setting this will help them feel comfortable and settled in the nursery environment. There will be various forms to complete when your child first visits the nursery such as the 'All About Me' booklet. It is vital that we have as much information as possible to ensure your child's needs and beliefs are reflected in their nursery routine and in the setting. During the first 6 weeks in the setting the 'Key Person' will carry out observations to gain a 'Starting Point' of development.

If at any time a child has been identified to require additional support then the 'Key Person' will discuss appropriate strategies with the SENCO/INCO and possible outside professionals.

4. If my child identifies needing further support what is the process?

Your child's 'Key Person' will be your first contact and they will be supported by the Room Leader, SENCO/INCO and Nursery Management team. We will be able to signpost you to the various professionals for advice and support. The nursery will be keen to make a referral to a specialist outside professional however this will require parent/carer consent.

5. What are the responsibilities of BSUH Nurseries Leadership Team in enabling and supporting Inclusive Practice?

The leadership team is responsible for all practices and policies relating to inclusion. Staffs have access to appropriate training and we have strong links with other professionals to provide advice, support and training.

The management team will work closely with parents/carers, staff and external agencies to ensure all reasonable adjustments are made to support the needs of the child to enable them to reach their full potential.

6. How will the Learning & Development of the setting be matched to my child's needs?

The 'Key Person' will observe the needs and interests of the child and will work closely with the SENCO/INCO and nursery management as well as other outside professionals to ensure that next steps are specific and achievable for the child.

Reasonable adjustments will be made and where appropriate the nursery may request alterations of days/times of attendance if the child requires significant 1:1 support. This will enable the nursery to have the appropriate trained staff available to meet the child's needs and for the setting to continue to operate safely within the stated legal framework.

It is vital that the nursery works closely with parents and carers to gain the best outcomes for the child, therefore regular meetings/updates will be arranged to discuss individual next steps and progress and where best the setting can support this.

7. Will my child be able to go on trips/outings/other nursery events?

When all children are undertaking any 'out of nursery' activity the following steps will always be taken:

- Risk Assessments
- Suitable Staff Levels / Ratios
- The environment and accessibility
- Listening to the Child
- Inclusive Ethos
- Working with families

Activities outside the nursery are thoroughly planned beforehand as part of our Health & Safety procedures and the nursery staff and management team will determine what measures will need to be put in place to ensure the safety of all children. Our aim in BSUH nurseries is to include all children and provide various learning experiences

8. What training will the staff supporting my child have?

All staff supporting and planning with a child with SEND will be qualified to a Level 3 or above. The named SENCO/INCO will have further training undertaken by the Local Education Authority and will have access to E-Learning courses which may provide further understanding or appropriate strategies in areas such as Autism, Behaviour Management, Speech & Language Support

The SENCO/INCO will work closely with appropriate agencies to ensure curriculum planning/assessments are suitable and relevant to the child.