**Local Offer**

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|  | Special Educational NeedsCoordinator (SENCO) | Nursery Management Team |
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1. **What is the ETHOS of Kiddie Kastle Children’s Day Nursery regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?**

We believe that all children including those with Special Educational Needs and Disabilities have a right to play, learn and develop along side other children in a safe, secure environment. We may need to seek the support of various professionals, adapt equipment and learning materials to ensure every child is able to make progress whilst at Kiddie Kastle Day Nursery. We aim to differentiate activities to suit every child’s interest which are age and stage appropriate and taking account of individuals needs.

1. **The following policies are accessible in the Entrance Hall of the nursery or please see a staff member:**
* Safeguarding Policy
* SEND
* Inclusion
* Heath & Safety
* Security
* Complaints
* Confidentiality
1. **Regular nursery numbers & Staff/Child ratios:**

0-2’s calculated for 12 children on a 1:3 ratio

2-3’s calculated for 11 children on a 1:4 ratio

3-5’s calculated for 14 children on a 1:8 ratio

Children on roll: 55

Children with SEND: 4

Children with an Education, Health & Care Plan (EHCP): 2

1. **How do we:**
* **Identify & assess children with SEND?**

All Early Years Practitioners in the setting are responsible for assisting in identifying children with SEND. We follow a graduated approach, in which we will all work together being family, SENCO, other professionals, to observe, assess and plan interventions to move forward to support all children.

* **SEND Support**

The SEND support is unique to each individual child. Within the Early Years Foundation Stage Profile (EYFS) we plan our activities’ learning opportunities to suit the varying age & stage of development of each child and adapt as necessary. If the Key staff observe and feel a child needs help in an area of development they will start by discussion concerns with the SENCO and management team and will gather observations to support their concerns. We will discuss all concerns will parents and obtain permission from parents to seek advice from the local authority SEND team. At all times, staff parents and local SEND term will communicate and work together to seek the best support and educational plan for the child.

* **Evaluate the effectiveness of provision for Children with SEND?**

The management team, SENCO and supporting SEND staff will monitor the effectiveness of provision through observation, individual children’s development, comments and feedback from the children, parents, staff and other professionals.

* **Assess and review progress of Children with SEND?**

Each child with a SEND will have a Targeted Support Plans (TSP), which are reviewed in consultation with the child’s parents/carers, key person and possible other professionals. If your child has an Educational Health & Care Plan (EHCP) this will be reviewed annually alongside the TSP.

We use a variety of evidence to demonstrate an individual progress and this is recorded on our online profile system. Nominated parents/carers can also add observations from outside the setting to the profile so an all round picture of the child can be made. Alongside this, Children with SEND have a home nursery diary to record relevant daily information.

1. **What are the different types of support available for Children with SEND in our school?**

This depends on each individual child’s needs. In the past we have supported children with Speech & language and Global delay, Medical needs: Epilepsy, Blood conditions, Autism. Some of these children have also had 1:1 funded support from their key worker.

1. **How will our nursery ensure ALL staff are aware and understand a child’s SEND?**

We discuss all children’s needs and development within our room and group staff meetings. Within the room planning we have differentiated stages for individual SEND children and 1:1 planning s recorded in a separate diary. Children’s individual key workers will update everyone on all information & developments.

1. **How will our nursery let a parent/carer know if they have any concerns about their Child’s learning?**

As soon as concerns are noticed we will discuss with parents whether it is something they have noticed if other professionals are involved. At this point we ask parents if they are happy for us to do more in-depth observations. We also gain parents permission to seek help and advice from the Local Authority SEND team. This then continues through regular, on going communication with staff, parents and other professionals. We value all children’s achievements big or small

1. **Which other people and organisations provide services to children with SEND in our nursery?**
* Speech and language Therapy
* Portage
* Health visitors
* Educational Psychologist and Behaviour Support
* Family Support
* Tweendykes & Ganton Outreach Service
* IPaSS (Integrated Physical and Sensory Service)
* Local Authority SEND Team
* KIDS:
* Local Schools and Children’s Centre
* Medical teams for example : Epilepsy nurse, Asthma Nurse
* Occupational Therapy and Physiotherapy
1. **What training have staff received to support Children and Young People with SEND?**

SENCO & 1:1 Support: Danielle

* BTEC Level 3 National Diploma in Children’s, Learning and Development
* ASD Awareness Training,
* Communication & SEN in Early Years,
* Supporting Children with Autism and Communication.
* Wellbeing & Involvement Training.
1. **How will teaching/ provision be adapted for a child with SEND?**

Children with additional needs will have their own individual Targeted support Plan, which will include changes to group sizes, the environment and staffing ratios. If considered needed we will complete a referral to the local authority for 1:1 support funding. As with all children’s needs the activities and resources will be differentiated and adapted for the child’s need so every individual can participate to their best ability. We work together with various professionals involved with each child to ensure all needs and any recommendations are considered.

1. **What support is available for parents/ carers of a Child with SEND?**

At Kiddie Kastle we highlight and value our close parent partnership. We start by gathering all information when children start and arrange a smooth transition both for child and parents. We give the children a home/nursery diary which encourages shared communication between both and can also be used as development/needs records. Children are given a designated Key person who is known their individual needs and development and where possible a member of the management and/or Senco team is available to discuss changes and developments in your child’s needs.

1. **How is our nurseries physical environment accessible to Children with SEND?**

The Nursery is set in a 200 year old building but if and when alternations are needed for a child; the management team will do their best to do make all areas and activities available. When needed we liaise with parents and external agencies for advices and adaptations equipment for a child’s individual need. The day to day room environments are assessed and changed regularly for the needs and interest of all the children . We ensure easy access around the rooms and to all the equipment.

1. **What facilities are available for children with SEND in our nursery?**

All children that attend our nursery are offered the same facilities and education; in the case of a child with SEND we will adapt the environment and planning to suit their need. We split the rooms into 3 age groups but also considering a child’s individual development needs and achievements. Each room has a cosy area, large free play areas and craft area, all children are also able to access our outdoor area. We have highly qualified in early years and SENCO qualifications, and staff have attended training on the Early Talk boost scheme, Technology, multi-Lingual Resources, Autism, Communication, Allergies Awareness, Sign Language and many more.

1. **How will children be supported during transitions? (when moving to another Early Years Setting or between groups within our nurseries)**

At Kiddie Kastle we promote every child’s achievements and do this via our online profile which parents have assess to show people at any time. When any child is moving on to another setting we complete the transition document and where possible arrange a meet and greet with the new Key worker. When a child with a SEND is transitioning to another setting we may start this process earlier and where possible arrange transitions visits from the key worker to our setting but also our staff member to the new setting. In the past we have transitioned children with SEND to main stream schools and also Ganton.

When children are transitioning between rooms within the setting, we start with small one hour visits and increase to sessions; this is done over a period planned by the key worker in each room. On some occasions the key worker from the previous room will move through with your child, however if a new worker is assigned both work together and share information until every especially your child is happy.