



## Nursery School Local Offer

### Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

#### The Brook and Maidenbower Infant School Nurseries

##### Parent / carer participation:

Parent / carer participation is a core part of the new framework for children and young people with SEND. Crawley South East Locality schools are currently West Sussex maintained schools. West Sussex is a Pathfinder authority in SE7 and the questions which frame the Local Offer have been developed in co-production with parents. Please see <http://www.se7pathfinder.co.uk/> for more information on SE7 Pathfinder.

##### Our locality schools:

The locality has 6 schools, all currently Local Authority (LA) maintained.

- Oriel High School
- Maidenbower Junior School
- Maidenbower Infant School
- The Brook School (infants)
- Pound Hill Junior School
- Pound Hill Infant School

The locality is socially, ethnically and economically diverse with over 30 languages represented in some of the schools. The majority of children attending the locality schools live in the catchment area of Maidenbower and Pound Hill or the surrounding area of Three Bridges and Worth. A few children come from the wider Crawley area or further afield.

Maidenbower Junior School and Oriel High School have Special Support Centres (SSC) for pupils with additional language and literacy needs. The admission criteria for these classes are available from the LA or the schools direct. Oriel High School has a 6<sup>th</sup> form and a Youth Wing on site. Crawley SE Locality has two Children and Family Centres located within it at Maidenbower and Pound Hill.

We are attached to The Brook and Maidenbower Infant Schools. We are governor run PFI (Privately Funded Independent) Nurseries and are run by the governors of our attached schools. Although we are run as a separate business we share the same ethos as the schools we are attached to. A place in our Nursery does not automatically mean a place in these schools.

##### Definition of SEN and disability -

The locality schools work to the definition of SEN and disability set out in the new Indicative Code of Practice – see <https://www.teachers.org.uk/files/Indicative-Draft-025-SEN-Code-Practice.pdf>

*A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age;*  
*or*

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools ...*

## Local Offer for parents and carers

### 1a) How does the Early Years Setting know if children need extra help?

- Home visits
- Outside professional reports
- Information communicated during transition
- Home diaries
- Staff observations

### 1b) What should I do if I think my child may have Special Educational Needs or Disabilities?

- Speak to key person, they will advise you who to speak to next

### 2. How will Early Years Settings staff support my child?

- All children receive personalised 'next steps' once a term
- All Nursery staff will differentiate activities and experiences to meet individual needs
- Play Plans may be devised by key person in consultation with parents and SENCo to support individual children
- Using advice from Outside Agencies including FIRST (Facilitating Inclusion Through Support and Training) Team, Portage and Speech and Language Therapy Team (SALT)

### 3. How will the curriculum be matched to my child's needs?

- Individualised plans for all children based on the EYFS curriculum
- Use of Learning Journals to track progress
- Regular assessments

### 4a) How will both you and I know how my child is doing?

- Home diary/ Stay and Play
- Open door policy
- Ongoing observations evidenced in Learning Journals which are available to view
- Yearly Reports

### 4b) How will you help me to support my child's learning?

- Sharing 'Next Steps'
- Parents consultations/parents invited for specific visits
- Informal conversations at the beginning and end of sessions
- 'Chatterpacks' sent home with ideas for support
- Fortnightly newsletters to parents/carers to keep them informed on events and on what their children are or have been learning.

### 5. What support will there be for my child's overall wellbeing?

- Circle Time and small group times during the sessions
- Nursery has a behaviour management policy and an Inclusion Policy that we adhere to
- We are a Rights Respecting School and teach children to respect other people's rights and value their own
- We have a named Child Protection Officer in Nursery and liaise with School
- All staff are child protection trained
- Miss F Dowley, Mr M Clawson and Mrs J Sutton are responsible for onsite safety.
- Risk assessments completed for all trips and visits
- Personal care plans for issues such as toileting
- All staff have paediatric first aid training

- We have procedures in place to give prescribed medication

**6. What specialist services and expertise are available at or accessed by The Early Tears Setting?**

- FIRST Team facilitate access to other agencies where appropriate, this may include SALT, Educational Psychologists, Sensory Support Team and Occupational or Physio Therapists
- Portage
- Children and Family Centres
- Additional support when needed from School's Inclusion Manager

**7. What training are the staff supporting children and young people with SEND had or are a having?**

- FIRST Team – training is given when required
- West Sussex Early Childhood Training Schedule – courses are selected as appropriate and when needed
- All permanent staff are NVQ Level 3 trained

**8. How will my child be included in activities outside the Early Years Setting including trips?**

- We are inclusive and make reasonable adjustments to give everyone equal opportunity
- Personalised Risk Assessments
- Higher Staff Ratio when required
- Involvement of parent/carers at planning stage
- Use knowledge of individual children

**9. How accessible is the Early Years setting environment indoors and outdoors?**

- Setting is on one level inside and outside and is fully wheelchair accessible
- Disabled toilet accessible through the school
- Accessibility plan in place
- Adjustments made when needed to suit individual needs
- We use gesture and sign and written communication to communicate with parents who speak EAL (English as an Additional Language)
- For children who need support with communication we use object references, pictorial representations, gesture and sign to support them.

**10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting/school?**

**To early years setting –**

- Home visits
- Previous early years setting visits
- Stay and Play sessions before starting
- parent information evening

**to school –**

- transition meetings
- transfer of learning journals
- visits from teachers and teaching assistants into the setting
- support in the making of transition books where required
- informal visits to attached schools to get used to school setting
- follow FIRST team advice for transition and invite them to meetings as appropriate

**11. How are the early years settings resources allocated and matched to children's Special Educational Needs?**

- Finances managed by a qualified Business Manager
- Money put aside for resourcing as needed
- Applications made to FIRST for additional finances when needs arise

**12. How is the decision made about what type and how much support my child will receive?**

- Use advice from FIRST team
- Discussions with parents/carers

**13. How are parents involved in the early years setting? How can I be involved?**

- Friends Association welcome all parents and carers to support with fund raising , children's and social events
- All decisions made regarding individual children are made in co-production with parents/carers
- We use parents information about their child's interests, including This Is Me books to plan our activities each day

**14. Who can I contact for further information?**

- Nursery Manager or Deputy/Supervisor, currently Mrs S Gillott
- Key person or SENCO currently Miss Sabrina Roffe
- Head Teacher, currently Miss F Dowley
- Parent Partnership are available to give help and advice website [www.westsussex.gov.uk/parentpartnership](http://www.westsussex.gov.uk/parentpartnership) e-mail: [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk) Tel: 0845 075 1008
- You will find the wider West Sussex Local Offer [http://www.westsussex.gov.uk/learning/special\\_educational\\_needs/local\\_offer\\_coming\\_soon/what\\_is\\_the\\_local\\_offer.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon/what_is_the_local_offer.aspx)