

# MERTON EDUCATION PARTNERSHIP

## Children and Families Act 2014

### Little Learners Nursery Schools

#### Local offer 30<sup>th</sup> June 2014

#### Children with Special Education Needs and/or Disabilities (SEND) 2014

The aim of this document is to enable families to understand the support available to them at Little Learners nursery school if their child either has or, is identified with Special Educational Needs (SEN). It provides clear information about what we will put in place to enable your child to achieve to their full potential, within the guidance of the 'Early Years Foundation Stage framework' (EYFS)

#### How does Little Learner's Nursery School establish if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Initially we will arrange for you to visit the nursery with your child in order that you can familiarise yourself with our environment and routines. If you have any concerns about your child's development at this time we will discuss this with you and arrange a home visit if you are happy for this to take place. Your child's allocated key worker and our **Special Educational Needs Coordinator (SENCO)** will arrange a convenient appointment with you, to get to know you and your child a little better and discuss what support we can offer. We may encourage you to bring your child for further visits to the nursery before starting if this is helpful.

If you have reports from health care professionals, such as a health visitor or Speech Therapist, please share this information, to help us identify and plan support for your child.

On registering your child we ask you to give us as much information as possible on the registration form including any allergies, medical conditions, disability or concerns. When your child begins the nursery you will also be asked to fill out an 'All About Me Form'. This will also be used to assess any need and enable you to highlight concerns.

Your child's development will be assessed regularly from when they join the nursery and after the first six weeks a 'Settling in Report' will be prepared by your child's key worker. Your written feedback as to how you feel your child is progressing will be invited on the report.

If your child is under 3, your key worker will also prepare a '2 year report' before their 3<sup>rd</sup> birthday, to be shared with you and your child's next setting when they transition. This will report on your child's personal, social, emotional, communication and physical development. If your child has been identified with any additional needs in these areas this will be recorded in the 2 year report. If you have a Health Visitor 2 year check report, we would encourage you to share this with us in particular where concerns have been highlighted. All children will either receive a '2 year report' or an 'Annual Report' in the summer term.

### How will the nursery work in Partnership with me so that I know how well my child is doing?

Each child is allocated a **key worker** to work closely with you and your child and be responsible for monitoring their progress. We have a **high adult to child ratio** ensuring all children ( approx 1/4) receive the individual support they require. All staff are trained, friendly and approachable.

We have an **open door policy** at Little Learners. You are welcome to stay and help settle your child if you wish. Our key workers will have regular and ongoing discussion with you when you drop and collect your child from nursery. You can arrange an appointment with us at any time if you would like a more in depth conversation. If we need to plan further support for your child we encourage you to work in partnership with us to set targets that can be supported at home where possible. We hold coffee mornings/drop in sessions for parents and carers from time to time. You are welcome to telephone us during opening hours if you are a working parent and wish to discuss your child. We produce newsletters each half term which will help keep you up to date with news and events at the nursery.

### How will the learning and development curriculum be matched to meet my child's needs?

Our premises and curriculum will always be adapted to meet the needs of all children where possible and reasonable to do so. We have wheelchair access and disabled toilet facilities. Our curriculum is differentiated for older and younger members, so that older children can receive a greater degree of adult led activities taking their age and stage of development into account. All children have access to a broad and balanced curriculum including multi-sensory activities. We also provide **Small Group Work** each day to help all children with communication skills, turn taking, attention & listening and to build confidence.

Through ongoing observations and assessment, key workers plan for every child's individual progress by setting next steps based on their age and stage of development, matched against the **Early Years Foundation Stage (EYFS)** developmental tracking sheets. These can be shared with you at any time and copies will be given to you with your Year End report. If a child is not making satisfactory progress, then your child's key worker in consultation with you and the setting's Special Educational Needs Coordinator (SENCO) Julia Roberts, will discuss this with you. It may be necessary to put some individual targets in place to help your child reach the minimum expected outcomes for their age. You will be invited to meet with your child's key worker to contribute and agree any targets set.

### How will you know how well my child is doing?

Your child's targets will form an **Individual Education Plan** which will highlight their strengths and areas of need with targets to meet the latter. Any progress made following this intervention will be assessed on a six weekly basis. You will be invited by your key worker and our SENCO to a meeting to discuss your child's progress and ongoing intervention. The targets may need to be made easier or more challenging depending on progress made. If little or no progress is made we may want to seek with your permission, further advice from the **Merton Early Years Inclusion officers**. If your child already has support from other agencies such as a Speech & Language Therapist, because they have a recognised disability or special need, then we may already be consulting with the Merton inclusion team. Extra funding maybe available to support your child depending on the level of need, but it is not guaranteed.

### How will you secure additional services, support or equipment to meet the additional needs of my child?

If the interventions we have put into place to support your child do not allow your child to make satisfactory progress, we will with your permission, contact our **Merton Early Years Consultants**. (Inclusion Officers) They will come and assess, give advice, meet with you, our SENCO and your child's key worker and prepare a report. They may additionally help us secure

support from any of the following:-

Audiologist

Paediatrician

Child Psychologist

Speech and Language Therapist

Occupational Therapist (sensory issues)

Behaviour Therapist

Physiotherapist

Interpreter for EAL Parents

Alternatively we may ask you to contact your GP to request a referral. We will back up this request with a report to outline areas of concern or need. We will liaise with external professionals in the planning of future support plans where possible.

If extra Local Authority funding is secured for your child, we will meet with you to discuss how this funding should best be spent to benefit your child. The funding may cover a combination of 1:1 activities, small group activities such as a 'Social Communication Group', meetings with you to discuss targets and progress and the preparation of Individual Education Plans and reports by the Key worker and SENCO.

**How will I know that Staff has the right skills and training to meet my child's needs?**

All staff are trained to NVQ Level 3 in Child Care . In addition to this all staff receive up dated training in First Aid and Safe Guarding. The majority of staff are trained in Behaviour Management for 3 to 5 Years and follow the Rules, Praise, Ignore Behaviour Management system. Our Special Educational Needs Coordinator (SENCO) has SENCO training, Portage training and attended additional courses in Speech & Language, Social Communication Group Training and Sensory Needs training. She has wide experience of Autism. In addition our SENCO attends three Inclusion meetings per year to update her knowledge of best practise, procedures and legislation for children with SEN. This will be fed back to staff at staff meetings. Other staff members have also covered extra SEN short courses and SENCO training. All staff training certificates are held on file.

**How will you ensure you meet the emotional and social development of my child?**

Your child's social and emotional wellbeing is of paramount importance to us and we pride ourselves in providing an all inclusive, approachable warm and friendly environment. From the outset we will work with you to settle your child. The key worker system helps each child to feel valued and supported and children's feedback is key in this relationship. Detailed policies and procedures help to ensure your child's wellbeing. All staff are trained to deal with safeguarding and behavioural issues in a safe and sensitive manner. We regularly teach our children how to be safe and how to behave in the nursery using role play and visual reminders. We have clear procedures for the administration of medication and personal care. Visual timetables and now and next boards help our younger members and children with additional needs, to understand routines and provides predictability to reduce anxiety.

**How will you support my child to access extra-curriculum activities?**

Little Learners run play schemes during the Easter and summer holidays. These are all inclusive and children of all abilities are welcome to attend up to the age of 5. If your child is likely to need extra support to the normal 'child to staff ratio' please do not hesitate to discuss this with us. We may be able to secure extra funding if this is needed.



Merton offers a wide range of services to support families with additional needs during holidays, after school and weekends. These can be found through the **Merton Family Services Directory** at <http://fsd.merton.gov.uk/> **Short Breaks** can be provided in Merton by the **Special Educational Needs and Disability Integrated Services team SENDIS**. Short breaks give children and young people with disabilities the chance to do something they enjoy. They also give parents time away from caring. **Holiday Stay & Play sessions** (on Wednesdays) for children with disabilities 0 to 12 years can also be accessed through the SENDIS team.

**Merton Mencap** run a **Saturday Friends Club** for children with moderate learning disabilities / complex needs / autism who are aged 5 to 10 once a fortnight. This is payable /session but funding can be applied for through the SENDIS team. They also run a **specialist Saturday club** for children with complex needs, severe learning disability and Autism. There are two clubs for ages 5-11 and 11-18 year olds. The clubs run at the Perseid Upper School site and referral is through the SENDIS team. They also run **Sunday facilitated play activities** for children with special needs and their siblings of all ages.

There are eleven **Sure Start Children's Centres** around the borough all contactable through the directory. <http://www.merton.gov.uk/childrenscentres> These offer health services, good quality childcare and early education, advice and support to families with children aged 0 to 5 years. They are open Monday to Friday all year round but hours vary from centre to centre. Each centre offers a timetable of activities by visiting the individual websites. Any family can register for services.

**How will you support my child when they transfer to a new school or setting?**

Many of our children transfer to Wimbledon Park School (WPS) for whom we have close links and run a shared breakfast club on their premises. All children transferring to WPS will be invited to an open session which they attend with the parent. All information including any professional reports is shared (with your consent) with the following setting. We always have stories and discussion about moving on in our last week of the summer term. If your child has additional needs and is not already a member of the nursery in their next setting, then we will offer transitional support. We can support you and your child to visit your next setting and arrange a meeting with the nursery or reception teacher to hand on any paperwork and discuss the support provided by us. If your child has had support from one of our Early Years Inclusion Officer, then they or our SENCO may fill out a transitional plan and attend the meeting with us.

**How will you regularly assess and evaluate the effectiveness of your setting in meeting the needs of children with special educational needs?**

Our SENCO updates her Special Educational Needs Policy document annually. She regularly attends short training courses and Inclusion meetings three times per year. Up to date best practise and legislation is then fed back to staff. All staff regularly attends short courses in Communication & Language and other SEN related courses including behaviour management. All staff consistently look to new approaches and available resources and technology to enhance and improve our teaching.