



Local Offer:

**St Mary's Nursery, St. Mary's Church Hall, High Street, Battle.
TN33 0AQ
Tel: (01424) 772128**

**Name and contact details of person submitting this offer:
Jackie Richards – Nursery Manager**

From the parent carer's point of view:

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

We offer several opportunities for you to meet with staff before your child starts nursery, where any concerns you have may be raised and discussed. We talk to you about your child and fill in an "All About Me" sheet which enables you to share information about your child's needs and interests. Your child will be allocated a key person when they start, who will be your first point of contact, and who will build up a caring relationship with your child and be responsible for your child's daily needs. We recognise parents as their child's first educator and have an open door policy so that you can talk to us at any time, or we are happy to arrange a meeting if this is more beneficial. We encourage you to talk to us about any concerns you may have, likewise, we will bring any issues to yourself resulting from our own observations.

We use a variety of observation methods to support our on-going assessment and build the child's learning journey, which is always available for parents to see. This is supported by regular planning for next steps, the 2 year check when your child is between 2 and 3 years, and a summative assessment when your child leaves for school or another setting. All staff are trained in child development and attend additional training as required. Several staff have received training on how to write and implement individual support plans, and our Special Educational Needs Coordinator (SENCO) is responsible for contacting and liaising with external agencies and overseeing plans where needed.

Our practice is supported by a range of policies including an Inclusion and Special Educational Needs policy which is reviewed regularly and available in the entrance hall for parents to read.

2. How will early years setting / school / college staff support my child/young person?

We operate a key person system where every child is matched to a member of staff when they join the nursery, and this key person is supported by a co-key person in case of absence.

The key person works closely with the child on arrival to help them settle, by building a warm and secure relationship with the child. We regularly review this system and respect children's and parents' wishes if an alternative key person is preferred. The

key person is responsible for the child's learning journey and ensuring their everyday needs are met.

The key person will discuss any concerns with parents and the setting's SENCO to ensure appropriate plans and support measures are in place. Regular staff meetings enable us to reflect on practice and any individual concerns.

As well as offering a well qualified team of staff, we are supported by a stable and knowledgeable management committee, including links with the local primary school.

3. How will the curriculum be matched to my child's/young person's needs?

Planning is based around the individual, with activities offered to appeal to a range of ages, abilities and interests. Sensory play activities are offered on a daily basis, sand, water and messy play which promote a range of learning opportunities. Access to outdoors is usually available (unless weather conditions make it unsafe). Staff use their observations and knowledge of each child to support each child's learning. Individual learning plans are used to support additional needs where appropriate, and we welcome news and information from home to support us in providing interesting and challenging opportunities for each child. Support from external agencies will be used with parents permission, but we will work closely with families to ascertain the level of support that may be required to ensure the best possible outcomes are achieved for each child.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Realistic next steps for children are planned and shared with parents every couple of months, parents meetings are also offered, and staff are always available to discuss your child's day or emergent issues. We are happy to meet with parents at mutually convenient times if a longer discussion is required. The child's learning journey is always available to view in the nursery in which a record of the child's progress is kept and matched against key areas of learning and expected stages of development. This enables us to identify areas that may need additional support and to consider ways to support learning both in the nursery and at home.

5. What support will there be for my child's/young person's overall well being?

Daily record sheets are maintained for our youngest children, to share general information such as food eaten, nappy changes, sleeps and activities in which the child has participated. As children get older we will negotiate with you whether you wish these to be continued.

Our accident, illness and medicine policy explains procedures for handling medicines, and we will discuss care plans with you for long term health, medication or dietary needs. A first aider is always on site and staff renew their training every three years. One member of staff is experienced in the use of epipens.

6. What specialist services and expertise are available at or accessed by the setting / school / college?

Staff attend SENCO support sessions and termly network meetings to keep in touch with other settings and services, and can access additional expertise as required. We have, for example, recently worked with Speech and Language services and the behavioural support team from the Specialist Early Years Service.

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

Three staff have completed training as SENCOs (special educational needs coordinator) which equips us with the skills to write and maintain individual learning plans. A small amount of Makaton is used and staff are keen to develop this as part of their professional development.

8. How will my child/young person be included in activities outside the classroom including school trips?

We will always discuss your child's needs and your preferences with you when your child starts our nursery to ensure they are included. We benefit from having volunteers who help at the nursery and welcome additional support to ensure all children can access as many opportunities as possible. We would risk assess any new activity planned, and adapt our ratios to ensure all children can participate and share similar experiences.

9. How accessible is the setting / school / college environment?

Our nursery is on one level and is easily accessible by wheelchair from our car park, which is shared with the parish church. We have disabled facilities inside, and the hall layout is open plan which enables free flow. Any additional needs would be discussed with you during your initial visit. We welcome families for whom English is a second language, and one member of staff speaks Spanish. Our local library services enable us to access dual language books as well as packs for visually and hearing impaired children.

10. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

We encourage families to make several visits prior to the child starting to ease the settling in process. On your first visit following registration we will sit with you to complete the 'All About Me' form, while your child plays with other staff and children. This enables you to watch from a distance and for your child to 'check in' with you as they want. Often they are too engrossed to know if you are still in the room. From this visit we may then arrange a further one or two visits for your child to come in on their own before their start date, depending on individual circumstances.

We offer a variety of resources to mirror a child's experiences at school, such as their own drawer for their work and learning journeys, individual exercise books to draw in, and offer the opportunity to take books home and keep a reading record.

When a child starts school, we liaise with school staff, complete summative assessments for the school's information, and offer a range of activities such as dressing up in their new uniforms, playing schools, and small group sessions to help prepare children for their next stage in their life.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

Our provision caters for children from 1 year old, so we have a wide range of resources to meet the developmental stages of young children. Our skilled staff adapt the provision to meet the needs of their key children. Funding such as the Inclusion Grant is sometimes available, and if additional resources were deemed necessary, we would work in partnership with families to identify what was required and how this could be achieved.

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

We offer a child-staff ratio often above minimum requirements to ensure all children receive a good quality of care and attention. Meetings with families and other professionals helps us to ascertain the level of support needed, and how to obtain further assistance such as 1:1 support if required.

13. How are parents involved in the setting / school / college? How can I be involved?

We communicate regularly with parents through newsletters, displays in the nursery, and on our Facebook page. We also seek your views through questionnaires and in our daily exchanges with you. We welcome parent participation, for example helping with Christmas parties, occasional DIY, or sharing personal skills or interests.

14. Who can I contact for further information?

Please visit our website on www.stmarysbattlenursery.co.uk or contact the nursery on 01424 772128 to speak to the manager, Jackie Richards with regards vacancies and to make an appointment to visit. While your child is in our nursery, you will be able to discuss matters with their key person or a member of the management team. You can also find information on the local authority website <http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/default.htm>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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Feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email info@stmarysbattlenursery.co.uk

Find out more about support for children and young people with special needs and disabilities: www.eastsussex.gov.uk/localoffer