



Greenfield Nursery School

School Offer

## 1) How does Greenfield Nursery School know if children need extra help and what should I do if I think my child may have special educational needs?

### **All Children:**

- \* Have a home visit before starting the setting, this may identify any additional need
- \* Are given a Key person and treated as individuals
- \* Are observed and their progress is recorded in a personal *Learning Journal*. This enables us to identify pupils who may benefit from extra support as early as possible. "Early action is critical to the future progress & improved outcomes, essential in helping children prepare for adult life"(SEN Code of Practice 2014)
- \* Have an assessment of their Speech & Language skills using **Wellcom**.
- \* Have their progress monitored by the Head and teachers termly.

### **Some Children:**

- \* May need additional assessment to identify gaps in learning such as the **Individual Assessment of Early Learning & Development, (IAELD), Early Support Development Journal**.
- \* Are included on the `Provision Map` which specify support offered to all, some and few children.
- \* Have additional professionals that identify and support individual needs, such as Health Visitor, Speech & Language therapists, occupational health

### **A Few Children:**

- \* May be referred to the Children's Centre for additional support
- \* May be referred to Herts Integrated Services for Learning (ISL) which includes Communication Disorder Team, Early Years SEND Team, Educational Psychologists, and Sensory/Physical Needs Team.
- \* If you have a concern about your child's development/progress please speak to your child's Key person and /or, Marina Halili class teacher, Lisa Moore Pre-school lead, Vedia Tatti preschool SenCo, and Deborah Harrison headteacher.

## 2) How will Greenfield Nursery School staff support my child?

The SEN Code of Practice (2014) states a "graduated approach with 4 stages of action: Assess, Plan, Do, Review" is the best way to work with parents to meet a child's needs.

### **All Children:**

- \* Start their Learning Journal with information from home
- \* are provided with `**Quality First Teaching**`
- \* have access to experienced staff who are Early Years trained
- \* have a `**key person**` who will build a solid relationship with your child, ensuring individual needs/interests are planned for
- \* have access to a Sensory room
- \* are taught strategies to support communication e.g. Makaton & visual routines

### **Some Children:**

- \* are assessed using the `**Individual Assessment of Early Learning & Development` (IAELD) or the `Early Support Development Journal`**
- \* May have an individualised **Learning Plan**, Working in partnership with you, setting & reviewing targets and giving you ideas to support your child at home.

- \* May need a different approach to learning - e.g. sensory, visual,
- \* May be signposted to the Children's Centre for support

***A Few Children:***

- \* Will be referred to Herts Integrated Services for Learning (ISL) which includes the Communication Disorder team, Early Years SEND Team, Speech & Language Therapists & Educational Psychologist.
- \* Will require an adult to support at times in a 1-1 activity to support learning
- \* Will receive `Exceptional Needs Funding`
- \* The setting shares relevant information in a confidential manner

### 3) How will I know how my child is doing?

***All Children:***

- \* Are `tracked` using the school's data tracking system
- \* Have a `Learning Journal` that contains observations and photographs of your child's progress. This is shared with you on a regular basis.
- \* Progress is shared with parents during regular parents evenings and relevant next steps are shared
- \* Are welcomed into the setting with parents/carers, informal information may be shared during daily contact with your child's Key person

***Some Children:***

- \* Have a 2 year development report
- \* may have a Home/school book for communication between home/school
- \* have regular review meetings to discuss progress and review targets in their `Individual Education Plan`
- \* Children's families may have regular Early Support Team Around the Family meetings

***A Few Children:***

- \* Will have visits and reports from outside professionals who are working with your child

### 4) How will the learning and development provision be matched to my child's needs?

***All Children:***

- \* Have experienced staff supporting learning through playful experiences
- \* Work in a purposeful organised environment that promotes independence and problem solving
- \* Follow routines and take part in small group activities that are differentiated to match needs
- \* Follow a visual timetable
- \* Have access to high quality, stimulating resources inside and outside
- \* Have their achievements celebrated and their work displayed
- \* Are taught basic `Makaton` signing
- \* Have access to a quiet area within the sensory room

***Some Children:***

- \* May have a Learning Plan, regular meetings with parents to discuss progress and next steps
- \* Have individual visual timetables and `now/next` boards
- \* Have more flexibility within the routine
- \* May have additional small group sessions or individual work e.g. speech and language
- \* Are included on the Provision Map, which is updated Termly
- \* May be included on the SEN register
- \* Have specific resources to match their interest and learning style

***A Few Children:***

- \* Will be working with outside professionals and have targeted 1-1 dedicated activities to support next steps in learning
- \* Will have specific aids provided or recommended by outside agencies

**The Headteacher and or SenCo will seek additional training for staff to meet specific needs**

**5) What support will there be for my child's overall wellbeing?**

***All Children:***

- \* Have access to a qualified teacher who leads a team of qualified and experienced staff
- \* Have a Key Person so that staff build excellent relationships with their key children
- \* Learn in a setting that is welcoming and friendly, that promotes inclusion for all and a positive `Can Do` atmosphere
- \* Are valued for their strengths and any achievements, no matter how small are celebrated
- \* Work with practitioners who provide positive role models and are consistent in their approach
- \* Have safe quiet areas to retreat to inside and outside, if they are tired or just need time alone
- \* Are encouraged to have regular attendance
- \* Have dietary needs catered for
- \* Have access to planned activities promoting Personal, Social and Emotional development
- \* Have their levels of Well Being and Involvement assessed within observations using `Ferre Laevers` scales. If concerns are noted we will liaise with parents to agree next steps.

***Some Children:***

- \* Have personal **Care Plans**, these detail the need, how staff will recognise any relevant symptoms, manage medication and provide personal care.
- \* Have a nap in the afternoon
- \* Require personal care such as Nappy Changing

***A Few Children:***

- \* May receive Exceptional needs funding and may require some 1-1 support in supporting and managing routines within the school, targeted activities and story time

## 6) What specialist services and expertise are available at or accessed by Greenfield Nursery School?

### **All Children:**

- \* Are taught by staff who hold appropriate Early Years qualifications and have experience working with young children
- \* And their families can be signposted to Children's Centre services
- \* Work with staff who use simple signing ` Makaton`
- \* Have access to the class teacher who is trained to support children with emotional difficulties
- \* Have access to The SenCo
- \* Are screened for speech and language using Wellcomm

### **Some Children:**

- \* Have specialist services involved with them who may come to observe your child in the setting , e.g. speech and language
- \* Have Team Around the Family meetings (TAF) to engage a number of professionals

### **A Few Children:**

- \* Have visits from Herts Integrated Services for Learning (ISL) The team will support practitioners to meet individual needs by observing children within the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents.
- \* Are `Children Looked After` and have a social worker and an Individual `Personalised Education Plan` (PEP). The dedicated Teacher for CLA children is Deborah Harrison.
- \* Are on the `Child Protection Register` and have a social worker and a team to support their needs

## 7) What training and/or experience do the staff, supporting children with SEND, have?

### **All Children:**

- \* Staff are kept up to date with changes to curriculum and practice through regular Inset days, staff meetings and Professional Development Meetings
- \* Staff attend relevant external training
- \* Individual staff are trained in First Aid
- \* Staff have completed Epi Pen training
- \* Have access to the SenCo

### **Some Children:**

- \* **We have a number of staff who have experience in the following areas:**
- \* Working with children with Hearing Impairment
- \* Working with children with Behavioural difficulties
- \* Working with children with Speech, Language and Communication needs
- \* Working with children with Specific Learning Difficulties
- \* Working with children on the Autistic Spectrum
- \* Working with children with Physical Difficulties

***A Few Children:***

- \* Will be working with outside professionals who guide and support staff and advising on `What next`

**8) How will my child be included in activities outside the setting?**

***All Children:***

- \* Are welcome to attend visits outside the setting
- \* Can bring their parent/carer on visits
- \* Adult to child ratio's are above the minimum requirement

***A Few Children:***

- \* May require additional planning to enable the visit to take place
- \* Would require special aids or medicines to be administered whilst on the visit

***A Few Children:***

- \* Would require a separate risk assessment prior to the visit

**9) How will I be involved in discussions about and planning for my child's learning and development?**

***All Parents/Carers:***

- \* Are offered a home visit. This first contact is important to share important information relating to your child's needs
- \* Have regular access to your child's Learning Journal, which contains observations, photographs and next steps of your child's progress and development
- \* Informal daily contact with your child's key person
- \* Are encouraged to add to the Learning Journal using a `Magic Moment` slip to let us know what your child has enjoyed at home
- \* Can let staff know about their child's interests and these ideas can be planned for in the setting
- \* Have the opportunity for regular parent meetings with your child's key person to discuss progress and targets
- \* Receive regular newsletters and information about what is happening in class and how this can be extended at home, including the Core Books being used
- \* Are encouraged to engage in home learning

***Some Parents/carers:***

- \* May have informal discussions with your child's Key person/Support Staff/Class Teacher or SenCo
- \* May have strategies to practice at home from outside agencies e.g. speech and language therapist
- \* Will Regular Early Support Team around the Family meetings (TAF meetings)
- \* May be Signposted to the services of the Children's Centre

***A Few Parents/Carers:***

- \* Will be involved in setting and reviewing targets for Learning Plans
- \* Will be involved in regular Early Support Team around the Family meetings (TAF meetings)/ or Child Protection meetings
- \* Will be involved in applications for an Education & Health Care Plan (EHCP)
- \* Will be involved in completing `My Transition Passport`

### 10) How accessible is the building / environment?

#### **All Children:**

- \* Are taught and cared for in a purpose built building on one level, with wide entrances
- \* Have level access to the garden area
- \* The building is large enough so that children have space to move freely
- \* The use of computers, interactive touch screen, I Pads and remote control toys enable all children to access technology to support their learning

#### **Some Children:**

- \* May need access to nappy changing facilities
- \* Specialist scissors, mark making tools etc.

#### **A Few Children:**

- \* May need adaptations to existing resources/environment to ensure they can access them
- \* An accessible place in the car park can be arranged on request

### 11) How will Greenfield Nursery School prepare and support my child with transitions between home, settings and school?

#### **All Children:**

- \* Will have a Key Person given to them before they join
- \* Will have been offered a home visit
- \* Will have had settling in sessions when parent/carers can stay
- \* Will have a flexible settling in period to meet their needs

#### **A Few Children:**

- \* Will have personalised settling in and transition arrangements which involve outside agencies
- \* May have a completed a `My Transition Passport` from past setting or for next setting
- \* Will have additional transition visits to the setting or to their next setting
- \* Will have visits from the SenCo of previous or next setting

#### **In addition we:**

- \* Contact previous settings and liaise with staff
- \* Invite all next settings to visit children at Greenfield Nursery School
- \* Pass on assessments and records to next settings

### 12) How are Greenfield Nursery School's resources used to support children's special educational needs?

### ***All Children:***

- \* Are observed and assessed continuously to ensure they are making good progress linked to the Early Years Foundation Stage Early Outcomes
- \* Have differentiated small group activities and high quality interactions with staff during child initiated learning
- \* Regular staff meetings ensure all staff working with your child know how to meet their needs and support them
- \* The Head and Governors monitor finances carefully
- \* There is a named SEN Governor; Sue Greaves, who meets regularly with the Head to discuss provision of support and impact of the provision

### ***Some Children:***

- \* In discussion with you, the class teacher/key person and SenCo will identify what support is needed
- \* Have short term targets on a Learning Plan which identifies extra support to enable your child's learning
- \* May need specific additional resources linked to individual interests or development level
- \* The impact of intervention is monitored carefully by the head and teachers through pupil progress meetings.

### ***A Few Children:***

- \* Have outside professionals involved who may advise on the need for Exceptional Needs Funding or an Education Health Care Plan

## **13) Who can I contact for further information about the Early Years Offer in Greenfield Nursery School?**

- \* If you wish to discuss your child's educational needs or have concerns regarding your child please speak to your child's Key Person or contact the office to speak to:
  - \* Mrs. Deborah Harrison -Headteacher / SenCo
  - \* Mrs Marina Halili - Class Teacher
  - \* Vedia Tatia - SenCo - Pre school
- \* There is a free, independent & confidential service that can offer support & advice to parents. More information on <http://www.hertfordshire.gov.uk/sendias>
  - \* **Contact Helpline** 01992 555847
- \* **HAND** (Hertfordshire Additional Needs Database) offers information for families with a child with additional needs. Offers concessions to leisure facilities
  - \* Free to join & confidential
- \* [www.hertsdirect.org/hand](http://www.hertsdirect.org/hand) or telephone 01992 556984

## **14) How can I find information about the local authority's Local Offer of services and provision for children with special educational needs and disability?**

For further information go to [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

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