



Local Offer: Country Buttercups Nursery School

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How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

We closely assess where the children in our care are developmentally, and hold records to support this that we complete at regular intervals. We use strategies to gain a good understanding of where every child meets the expected stage of development for their age. We use the EYFS to support our findings and so can identify at a very early stage if a child is or not reaching appropriate milestones, possibly identifying an additional need for support. We have a clear key person system for parents to be able to raise any concerns with, along with the availability of every practitioner to offer support and guidance.

How will early years setting staff support my child?

The settings SENCO (Helen Mallion) oversees and assists with the planning of the education programme, along with the co-manager and the child's key person and room supervisor, this is carried out in 6 week intervals and closely involving the child's parents at every stage throughout the programme. The child's key person will work daily with your child along with the child's age group leader and staff, and collaboratively with any other professional support practitioners regularly, usually termly. The key person will carry out specific activities with your child in line with the Setting Based Support Plan (SBSP) and other next steps identified by specific professionals involved with your child. Regular observations and progress is recorded for the child's records and the parents are notified daily of the outcomes of the activities. The settings SENCO will relay any information and discuss the SBSP's on a 6 weekly basis. We are an independent nursery and so manage the education programme with the team.

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

Differentiation is applied throughout the nursery, for every child within our care. We take an activity or review the settings layout and resources on offer and tailor-make the environment to meet each and every individual's requirements in relation to their learning and abilities. This approach in turn results in children reaching their full potential within a welcoming environment that meets everyone's needs.

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

We offer regular parent's evenings to discuss your child's development that the key person shows the latest stages of development within their records updated continuously. With every development assessment, ideas for home are offered and discussed with parents. Alongside this support, we can refer you onto various external support avenues that may be of help. We recognise that parents hold key information and play a critical role in their child's education. Therefore we understand the importance of their contribution, views and feelings with regards to their child's development. We endeavour to support both the child and the parents and will aim to include parents at all stages of the assessment process, offering support and guidance and arranging time for the parent/s to discuss their child's progress.

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

We complete regular wellbeing assessments on every child in order to identify areas of concern or where support may be needed. We have a close relationship with all families to know and understand when a child may need a little more support with their wellbeing and encourage a good environment for children and families to share information about their child and current family scenarios. We have rigid systems on administering medicine with regular training and updates. We work closely with parents to ensure behaviour management is successful for every child and exclusions are very rare, if ever, and that all possible avenues have been exhausted beforehand. We have a good system for recognising when a child needs to increase sessions to suit their developmental needs and operate a fair first come first serve basis on our waiting list for all session increases. We encourage all children to be a part in the planning of activities and in knowing and understanding their next steps.

What specialist services and expertise are available at or accessed by the setting?

We believe that a strong multi-agency approach is the most effective way to support a child or young person with SEND. This is why we work closely with experienced professionals such as the Speech and Language Therapy team, Family Support Service, and Physiotherapists amongst others. We encourage outside agencies to observe the child interacting within the nursery setting and we try to attend all key worker meetings as available.

What training are the staff supporting children with SEND had or are having?

We have at least two members of staff trained and experienced as a SENCO and who has access to SENCO Support meetings and Inclusion update meetings. The staff that are chosen to work with children with SEND will be best suited in experience and knowledge. They will be qualified, paediatric first aid trained and have a sound knowledge of children's development. Many of our staff have undergone Makaton training and use it on a daily basis within the nursery. We actively promote new training sessions and will seek out training in any specific areas that are required. Staff are regularly observed by members of management, and regular general and SENCO supervisions are carried out with staff. Another member of staff has carried out the full SENCO training to operate within the under 2's age group, that gives us a SENCO working in every age group, every day. We also have staff trained on Disability Awareness that contributes to our knowledge and understanding.

How will my child be included in activities outside the nursery including external trips?

Activities and trips will be accessible for all children and we liaise with parents/carers to implement any specific arrangements that might be needed to meet the needs and safety of individuals. On occasion, an additional member of staff may be assigned to support an individual child. Risk assessments are carried out regularly to help identify where additional support

maybe required. We fully encourage outdoor learning for all children and we make full use of our outdoor spaces and local area. Parental consent is requested for activities outside the nursery grounds and thorough risk assessments carried out before any trip and activity. Our outings policy is shared with parents on admission.

How accessible is the setting environment?

Country Buttercups is a purpose built, brand new modular building erected in June 2016, spread over one level. The entrance is wide and wheelchair friendly throughout the setting. Each of the children's rooms has access to the veranda through wide fire doors. The nursery has a disabled toilet and changing facilities. Country Buttercups is situated at the rear of Brede Primary School's playground, accessible through a wide security gate with a separate entrance point to nursery.

There are no steps on entrance to the nursery, there is a path with a sunken curb at the very front of the school but wheelchair access is easy. The garden area has flat surfaces, both grass and artificial grass. The playground area is large and we are adjacent to a playing field. There is storage space for mobility aids.

The nursery has well lit, spacious and easily adaptable rooms. They all have a variety of multilingual books and music throughout the settings and activities relating to other cultures and backgrounds are strongly encouraged. We use visual aids around the settings to support SEND children and their families.

How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

We offer settling in sessions before your child is due to start so that your child and family can get to know key staff and familiarise yourselves with the environment and routine. This also gives us a chance to discuss any specific requirements that your child or you may need. We understand that this maybe an apprehensive time for you, as well as your child, so all of our settling in sessions are completely free of charge, and you can have up to 3 subject to availability or as you feel necessary. During this time you and your child will build a relationship with an assigned Key Person and a Buddy.

We can provide visual aids of key staff and photos of key areas within the setting to support the transition into nursery life.

If your child is moving from another setting, we liaise with their current key persons to keep their routines consistent.

When the time comes for your child to go to school, we invite new teachers to come into nursery and meet with your child and key person. We have good links with local schools and on occasions we have visited the schools and always look to do so with the children who will attend the particular school. We are always available to talk with parents and listen to any concerns they may have about impending transitions.

How are the setting's resources allocated and matched to children's special educational needs?

The setting has an internal budget for special educational needs and this is reviewed monthly with intention to allocate funds for the individual child's benefit. Resources, training and equipment are all funded internally, however if the Inclusion Grant is applicable then we use the funds to source the materials, equipment and staff to the best of our ability.

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

Observations and assessments carried out by the child's key person will identify what type of support the child needs. This will then be discussed with the SENCO and the child's parents in order to determine the desired next steps in the child's development. This is known as an Setting Based Support Plan(SBSP) This will be monitored closely by the key person, overseen by the SENCO and discussed with parents. If the child needs extra support we will refer them to the Early Year's Service, who will assign an Early Years Teacher to coordinate the relevant professionals, your family and make sure your child has a clear and effective plan of support.

How are parents involved in the setting? How can I be involved?

We understand that parents, carers and family life play a fundamental part in a child's education and development. It's also vitally important that we hear your views, ideas and personal observations. We discuss each child's Individual Next Steps with their parents/carers and agree on appropriate targets together. Further to the daily feedback we have with all parents and carers, we hold regular Parent's Appointments throughout the year. This gives staff and parents/carers the opportunity to ask questions, discuss progress and offer feedback. We offer an 'open door' policy so that all parents/ carers are welcome to spend some time seeing how their child interacts within the nursery setting. We welcome all parents to come in and play and welcome help at special events and outings.

Who can I contact for further information?

Your child's key person is the first point of contact and they will introduce themselves to you within the settling in process of starting nursery.

If you are worried or have any concerns you can speak to either manager who are also available to discuss any child's progress at any time.

All contact details are below for interest in sending your child to our setting.

Laura Jarvis, co-manager or Helen Mallion, co- manager and SENCo.

Tel: 01424 883000

Email: info@countrybuttercups.com

For further information on what other agencies can help you and your child long with the local authorities Local Offer, please visit www.eastsussex.gov.uk.

Disclaimer

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 localoffer@eastsussex.gov.uk

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