



Local offer of support to children with Special Educational Needs and Disabilities (SEND)

345 Nursery School is welcoming and nurturing. It is a place where children settle in easily and quickly because consideration is given to the individual needs and circumstances of each child and their family. We endeavour to make each child feel emotionally and physically secure, stimulated and happy whilst at 345. Our aim is to provide a stimulating and safe environment where children are encouraged to reach their full potential both emotionally and academically. We work closely with parents to ensure that each child's needs are met.

345 Nursery School provides equality of opportunity for all children and families. We believe that no child, individual or family should be excluded from the group's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in our school have an equal chance to do so. We know that parents want the best for their children, therefore we work in partnership with them consulting them when needed. Our aim is that each child will thrive and achieve the best possible outcomes in all areas of learning whilst with us. The staff work closely together and with parents to support each child's bespoke learning journey. This highlights any specific needs and enables us to seek professional advice and implement additional support accordingly.

At 345 Nursery School, our Special Education Needs and Disability Co-ordinators are (SENDCO) Katka Goodbody and Ruth Hare. They can be contacted on **020 3633 4185** or Katka@345nurseryschool.com Parents are invited to speak to her or their child's teacher at any time should they have any concerns about their child.

345 Nursery School has an open door policy. If a parent or carer has any concerns about their child's development they can speak to their child's group teacher. The group teachers are responsible for their key children's holistic development which involves observing, evaluating and planning for their key children's specific needs. They are also responsible for fostering positive relationships between home and school and endeavour to encourage parental participation in their children's learning. A key aspect of the teacher's role is to promote the formation of positive relationships between the children, their peers and all staff members. Parents are welcome to speak Katka Goodbody or Ruth Hare regarding any concerns they may have with regard to the development of their child.

How does the setting decide whether a child has special educational needs and what extra help they need?

If a child arrives at the nursery and has a SEND (Special Educational Need or Disability) diagnosed we will work collaboratively with the designated professionals assigned to the child and this information will be used to implement an IEP (Individual Educational Plan) or an ECHP (Education Care and Health Plan) so that we can support the child fully.

If a parent expresses a SEND concern about their child or a member of staff has a concern, this will be discussed with the parents to determine if the behaviour and understanding is isolated to school or home. An action plan will be discussed and agreed between the parents and school and an IEP implemented. If appropriate the help of outside professionals will be sourced with the agreement of the parents.

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

The nursery operates an open - door policy so parents may speak to the Head Teacher, Group Teacher or SENDCO either before or after school. They will have online access to their child's learning profile which tracks the child's progress and achievements whilst at nursery. The nursery has two parents evenings one during the Autumn Term and the other during the Spring Term. Each child has an end of year report at the end of the Summer Term.

If your child has SEN, parents are involved in every decision regarding the child's support and an IEP is written in collaboration with the SENDCO, Group Teacher and the parents. An IEP can be used to support the child's development and behaviour at home.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

Each child's Group Teacher is responsible for observing, evaluating and planning for the individual needs of their key children. They are responsible for monitoring the children's progress across all seven areas of learning and development as stipulated in the EYFS (Early Years Foundation Stage). All the children's progress is discussed at regular staff meetings and at weekly planning evaluation and observation meetings. All achievements and milestones are recorded in the children's profiles which can be assessed at any time online by the parents. Parents are also invited to record and share their child's home achievements in the profiles.

How do you assess and review my child's progress?

Each child's Group Teacher is responsible for observing, evaluating and planning for the individual needs of their key children. They are responsible for monitoring the children's progress across all seven areas of learning and development as stipulated in the EYFS (Early Years Foundation Stage). All the children's progress is discussed at regular staff meetings and at weekly planning evaluation and observation meetings. All achievements and milestones are recorded on the children's profiles which can be assessed at any time online by the parents. Parents are also invited to record and share their child's home achievements on the profiles.

When a child enters the school aged 2 they will have a written two year assessment which will be shared with the parents. The prime areas of learning are discussed namely:- Personal Social and Emotional Development, Physical Development and Communication and Language. These prime areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. A progress assessment helps to identify strengths and areas of concern which may need additional support.

How is teaching and the curriculum adapted to my child's needs?

At 345 Nursery School, teachers are trained to plan activities to meet the needs of the individual child so that the children learn at their own pace and through their interests. The teachers adapt the resources to provide developmentally and age appropriate challenges for each child and support them accordingly.

Teachers are provided with appropriate training to support children with SEN and appropriate resources and materials are sourced to enhance a child's learning.

The nursery adheres to the EYFS. All seven areas of learning are interlinked and thus resources and activities are provided to support the holistic learning of each child. Our curriculum is flexible and structured and caters for children from the age of two to rising five. Due to the flexible approach all children leave 345 fully prepared emotionally and academically for the next stage of their schooling.

What support is there for my child's emotional well-being?

Prior to the children's start date they are visited in their home by their teacher and another member of staff in an endeavour to initiate a positive relationship with their teacher in the emotionally safe environment that is their home. Parents are asked to fill in a questionnaire regarding their child's interests, temperament, what and who are important to them and details of previous settings or childcare arrangements. All this information helps the child's transition into school (please see our Transition Policy for further details).

The initial focus on Personal, Social and Emotional Development helps the children to build positive relationships with the teachers and other children. Role modelling from the teaching team is crucial in encouraging positive behaviour and language development.

How do you promote positive behaviour?

At 345 Nursery School the Six Step to Conflict Resolution method is used to promote positive behaviour between the children. This ensures that the teaching team are consistently fair and clear in their response to behaviour. Our Behavioural Management Policy promotes good communication and positive behaviour between children, staff and parents. Positive reinforcement and scaffolding is consistently used to support behaviour and encourage positive emotional development.

What training and specialist skills do the staff supporting children with SEND have or are having?

Katka Goodbody and Ruth Hare have attended "The Role of The SENCO" training provided by Wandsworth Council which is relevant and up to date. They have attended many training courses to support children with SEND.

The qualified teachers have a passion for their roles within the setting. This, together with their experience and on-going training, provides them with the depth of knowledge and skill set required to support all those attending the setting.

If a child has SEN and additional training is required we will make the necessary arrangements to provide the training to ensure that we can support the child and meet their needs accordingly.

What do you do to make the setting environment and curriculum accessible for all children?

345 Nursery School strives to provide equal opportunities to all children attending the setting including those with disabilities or SEN. Where possible we will adapt the environment to make it safe and accessible for all, however due to the nature of the building, space and facilities this may not always be possible.

Through the age and developmentally appropriate activities and resources provided by the teachers, the school is accessible to all children. Differentiations are made to activities and games so each child is included. Please see our Equal Opportunities and Inclusion Policy for more information.

How will my child be included in activities outside of the classroom?

Any child with SEND will be included in all school trips. Prior to the trip a risk assessment will be completed by the child's teacher and Barbara Szyjova the Health and Safety Officer. An outings plan will be discussed and agreed between Barbara Szyjova and the child's parents prior to each visit.

How will the setting prepare my child to join the setting and transition to the next school?

Each child is visited in their home before joining the setting and information is gathered regarding their home environment, interests, previous settings attended, culture and whether they had additional needs or disabilities. Based on this information a bespoke "settling in" process is agreed between the parents, their teacher and Head Teacher. Each child initially attends for a shorter session which allows their teacher to focus on them rather than all her key children. Parents are given information regarding the transition process and the daily routine at the school so that they can speak to their children about what to expect. When children leave the setting we invite teachers from their future schools to visit us so we can introduce them to the children and share our knowledge of the children with them. We discuss the children's next schools with them and where possible visit the schools with the children.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

When a child attending has SEN or a disability, we work collaboratively with all professionals concerned with the child's care and development. Our objective is to work in partnership with the child's parents to provide the best possible experience for the child and implement and review an IEP. External support is sourced from Wandsworth Council and other relevant professionals.

What will you do if my child has medical needs?

If your child has a medical need, the school will administer prescribed medication, however prior to this the parents are obliged to complete a medicine consent form and provide a care plan (where necessary) from a medic. If necessary a demonstration of

the administration of the medicine will be provided by the appropriate adult. The medicine will be administered by the assigned first aider and will be recorded in our medicine book which will be signed by the teacher, dated and then signed and approved by the parent. All medicines are stored safely and clearly labelled.

What should I do if I am unhappy with my child's support or progress?

If a parent wishes to make a complaint or raise a concern, in the first instance they can approach the Head Teacher Sarah Simeon who will endeavour to deal with the matter accordingly and as soon as possible. At this point all relevant parties will be informed. If the problem remains unresolved then a formal approach should be made in writing to the Joint Principal Jill Pearce. Following a consultation with Jill Pearce, Head Teacher, teachers, where appropriate, and parents, an action plan will be agreed between all parties. Minutes from all meetings will be taken and kept with the child's profile.

If parents are still dissatisfied they can contact OFSTED:

Ofsted Early Years, Piccadilly Gate, Store Street, Manchester, M1 2WD.

Telephone 0300 1231231

Email geninfo@ofsted.gov.uk

Website www.ofsted.gov.uk/parents

Where can I go for further advice and support?

The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND.

Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061.

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at

www.positiveparentaction.org.uk or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people aged 0 to 25 with special needs

and disabilities in Wandsworth can be found on The Thrive Online website at <http://www.wandsworth.gov.uk/thriveonline>

Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899 or via email thriveonline@wandsworth.gov.uk. The

Thrive Online website also includes directory of all services and organisations that can help and benefit families with children aged 0-18 in Wandsworth.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

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 admin@345nurseryschool.com