



## Our Local Offer

Information about what Appletrees provides for children and their families with Special Educational Needs and/or Disabilities (SEND)

<p><b>Unique child, learning and development</b></p> <p><b>How does Appletrees Day Nursery know if children need extra help and what should I do if I think my child may have special educational needs?</b></p> <p>How do you identify children with Special Educational Needs and Disabilities (SEND)? How will I be able to raise any concerns I may have?</p>	<ul style="list-style-type: none"> <li>- On-going observational assessments are made of all children and linked to the development matters ages and stages of development. This can in some cases identify individual needs. These observations will be discussed with room leader, setting SENCO, setting manager.</li> <li>- Each child has a key person. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development ask for a time when you can discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.</li> <li>- The setting has a trained SENCO who can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary.</li> <li>- Support and advice from the Area SENCO and the Early Years Advisory Teacher can be sought with parents' permission.</li> <li>- Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.</li> </ul>
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<p><b>Unique child, learning and development</b></p> <p><b>How will Appletrees Day Nursery staff support my child?</b></p> <p>How do you oversee and plan the education programme and who will be with my child and how often? What will be their roles? Who will explain this to me?</p>	<ul style="list-style-type: none"> <li>- On induction to the setting the SENCO/leader and parents share information about the strengths and needs of the child</li> <li>- A home visit will be offered to parents</li> <li>- Parents have opportunity to accompany child on visits to help settle child and develop relationships with the key person</li> <li>- Child will always be at the heart of all we do</li> <li>- We will work with the parents and support the child together</li> <li>- Observations, listenings, assessments, evaluations all contribute to ILPPs</li> <li>- We will listen to you as well as your child</li> <li>- SENCO/leaders would explain how children's individual needs can be met by planning support using an ILPP and the advice from the Area SENCO. She would also explain who may be involved and their roles.</li> <li>- Key person to oversee the ILPP targets</li> <li>- Key person to be in sessions with the child, if not then the SENCO/leader would be present. They identify individual needs and plan next steps, accessing additional support from others where necessary e.g. Speech and Language Therapist (SALT) or applications for additional funding (IF2)</li> <li>- Partnership working with parents, e.g. reviewing ILPP targets and planning new ones together</li> <li>- Key person role will foster relationship with and understanding of the child</li> <li>- Manager and Assistant Manager will maintain an overview of experiences and progress</li> <li>- SENCO will work with other practitioners to ensure provision is relevant/appropriate and seek support where necessary</li> <li>- Create support within the environment, such as the use of a visual timetable to support the child to understand the routine</li> </ul>
<p><b>Unique child, positive relationships</b></p> <p><b>How will Appletrees Day Nursery prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?</b></p> <p>What preparation will there be for both the setting and my child before he or she joins the setting.</p>	<p>Joining the setting:</p> <ul style="list-style-type: none"> <li>- Key person assigned/key person role explained</li> <li>- Settling in policy, review of settling in within first term of joining</li> <li>- Parent and child to be offered a home visit</li> <li>- Parents stay and play sessions to attend before starting</li> <li>- Parent/setting meetings with questions to get to know child and family, parents to share with setting their child's needs and involvement of other agencies</li> <li>- Setting to meet with other professionals e.g. health care professionals to put in place transition</li> </ul>

<p>How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting? How will you support a new setting to prepare for my child?</p>	<p>planning/health care plan</p> <ul style="list-style-type: none"> <li>- Facilitate staff training necessary before the child starts</li> <li>- Ensure any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous ILPPs, paediatric reports, to ensure appropriate planning is in place</li> <li>- Transition bags/boxes containing favourite/special books, toy, family photos. Key person also share their special things to support building relationships</li> <li>- Agree with parents consistent approach to ensure continuity of care from home to setting</li> <li>- Possible liaison visit by Portage Worker</li> <li>- Sharing of Early Support File</li> </ul> <p>Transition to school or next setting</p> <ul style="list-style-type: none"> <li>- Invite new key person and SENCO to observe child and discuss child's strengths and needs</li> <li>- Visit new setting with parents, child and key person and advise on any adaptations to routine/provision</li> <li>- Attend meetings e.g. team around the child</li> <li>- Key worker to share transition sack/book from new setting/school</li> <li>- Hold transition review/meetings at parents' convenience, plan transition for the child with sufficient time for the receiving setting/school to make necessary plans for effective transition</li> <li>- Share successful strategies and less effective strategies with receiving setting/school in partnership with parents</li> <li>- Share targets on ILPP and minutes of review meetings</li> <li>- Include child's view/feelings through photographs – done, achieved, enjoyed</li> <li>- Documentation passed onto receiving setting to include tracking, ILPPS, learning journey</li> <li>- New staff invited to meetings</li> <li>- Create a photo book of the new setting/school that the child can share with parents/key person on a regular basis before the move</li> <li>- Displays and information available for parents and children about the school the child will be transferring to</li> <li>- Use social stories which include pictures and the vocabulary needed to be used at setting and at home</li> <li>- Use of funding for key person to support transition visits and settling in period</li> </ul>
<p><b>Unique child, positive relationships</b></p>	<ul style="list-style-type: none"> <li>- The key person is the first point of contact within the setting. The key person display will enable parents to identify their child's key person.</li> </ul>

<p><b>Who can I contact for further information?</b> Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am unhappy?</p>	<ul style="list-style-type: none"> <li>- The staff photo board will enable parents to identify key people within the setting staff, such as the SENCO.</li> <li>- The setting SENCO, manager or owner will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, the inclusion officer, SALT</li> <li>- The setting has a named practitioner for behaviour management</li> <li>- The setting can also access support for parents from the Area SENCO and the Early Years Advisory Teacher with parent permission</li> <li>- If the child's need has been referred to a specific team such as the Autism Outreach Service the setting SENCO will be able to support parents in accessing support from them</li> <li>- The setting will have displayed their complaints procedure including how to contact Ofsted if parents are unhappy with an aspect of provision or practice</li> <li>- Family Information Service</li> <li>- Parent Partnership Co-ordinator</li> </ul>
<p><b>Positive relationships, enabling environments</b></p> <p><b>What are the responsibilities of Appletrees Day Nursery management team in enabling and supporting inclusive practice?</b> How are they involved?</p>	<ul style="list-style-type: none"> <li>- Responsible for enabling leadership within the setting to create inclusive policies</li> <li>- Ensure policies are in place and up to date</li> <li>- Ensure sufficient staff to enable staff to attend training and keep up to date</li> <li>- Ensure staff meetings take place to explore SEND and inclusion issues</li> <li>- That there is an open door policy, ensuring that the setting ethos ensures that all are respected and welcomed</li> <li>- Ensure that the environment is inclusive with resources that reflect diversity positively</li> <li>- Encourage information sharing by setting staff with relevant agencies</li> <li>- Ensure that there is space available for private discussions/meetings</li> <li>- Ensure the building is suitable/accessible</li> <li>- Provide information packs for parents</li> <li>- To manage finances and ensure that Delegated Budget and Inclusion funding is used to promote inclusion</li> </ul>
<p><b>Positive relationships</b></p> <p><b>How will I know how my child is doing?</b> In addition to the normal reporting arrangements what opportunities will there be for me to discuss</p>	<ul style="list-style-type: none"> <li>- Planned time to establish relationships between parent, child and Key Person on entry</li> <li>- Assessment systems in place for all children such as the two year old check, on-going observational assessment, NY EY tracker, all linked to the EYFS ages and stages of development</li> <li>- Learning journeys are freely accessible and sent home for parents to share</li> </ul>

<p>his or her progress with the Key Person? How does the setting know how well my child is doing? How will I know what progress my child should be making? What opportunities will there be for regular contact about things that have happened at in the setting?</p>	<ul style="list-style-type: none"> <li>- Parents' evenings with key person, SENCO also available</li> <li>- Regularly review of targets on ILPP will show progress, this will be carried out in partnership with parents</li> <li>- Reports from other professionals working with the child/family</li> <li>- Parents are welcomed to see their child in the setting context</li> <li>- Social events such as the setting barbeque, open mornings and visits enable parents to see their child playing and interacting with others and enable parents to build relationships with practitioners within the setting</li> <li>- The setting operates an 'open door' policy and encourages room practitioners to have daily contact with parents so that communication can be on-going</li> <li>- The setting sends out newsletters to keep parents informed of developments within the settings</li> <li>- Telephone calls are used if parents prefer or if parents work and are unable to collect/bring their child to the setting</li> <li>- Setting staff can attend CAF meetings if parents request this to help to identify successes and highlight progress the child is making in the setting</li> <li>- Setting provides leaflets to inform parents about EYFS</li> </ul>
<p><b>Positive relationships</b></p> <p><b>What support will there be for my child's physical and emotional wellbeing?</b></p> <p>What support is available in the setting for children with SEND? How does the setting manage the administration of medicines and provide personal care? What support is there for social and emotional development to support positive behaviour? How will my child be able to contribute his or her views?</p>	<ul style="list-style-type: none"> <li>- Transition into the setting carefully planned around the needs of the child, this will include taster sessions, building up time away from parent as the child is able to cope with this</li> <li>- Welcome pack with admissions policy, Safeguarding, SEN policy I am special/all about me booklets to be completed by parents to support planning to meet the child's individual needs</li> <li>- Staff approach – inclusive, positive, welcoming</li> <li>- Open, transparent communication encouraged from the start</li> <li>- Continual positive approach – positive behaviour policy implemented</li> <li>- Adults act as good role models for positive behaviour</li> <li>- Flexible approach to routines/environment around the needs of the child</li> <li>- Key person builds relationships with child and family</li> <li>- Key person provides personal care respectfully</li> <li>- Staff trained to administer medicines</li> <li>- Personal health care plans can be adopted if necessary</li> <li>- Policies shared with all staff and parents</li> <li>- Visual support strategies such as a first/then board can be used to support children in</li> </ul>

	<p>understanding routines within the setting</p> <ul style="list-style-type: none"> <li>- Safe withdrawal area provided for sleep, quiet time, medical needs, with practitioner present</li> <li>- Adult : child support assessed to the level of need required by the child to become independent</li> <li>- Supporting children to manage their own personal care and managing risks for themselves</li> <li>- Home visits offered</li> <li>- Invite extended family to sessions</li> <li>- Differentiated activities, resources and adult support</li> <li>- Visual timetables used when appropriate</li> <li>- Puppets used to explain routines at child's level</li> <li>- Child encouraged to show likes/dislikes through photographs they take of areas of provision or through showing happy/sad faces</li> <li>- Accessible resources, independent choice</li> <li>- Happy children are a testament to this</li> <li>- Sensitive, warm interactions between adults and children</li> <li>- Area Senco supporting Senco/Key Person</li> </ul>
<p><b>Positive relationships</b></p> <p><b>What specialist services and expertise are available at or accessed by Appletrees Day Nursery?</b></p> <p>Are there specialist staff working at the setting and what are their qualifications? What other services does the setting access including health, therapy and social care services.</p>	<ul style="list-style-type: none"> <li>- All staff have accessed child development training and have experience of working with children within the Early Years age range</li> </ul> <p>The child/family can access a number of services available in the locality linked to the child's identified needs these would be primary through the health care service and include:</p> <ul style="list-style-type: none"> <li>- Child development centre</li> <li>- Physiotherapist, occupational therapist, speech and language therapist, Portage Worker, Early Years Advisory Teacher (EYAT)</li> </ul> <p>The setting has good links with the local children centre and staff sign post parents to support available there through:</p> <ul style="list-style-type: none"> <li>- Parent support advisors</li> <li>- Inclusion officers</li> <li>- Social care</li> </ul> <p>The setting holds leaflets for parents about the support available in the locality.</p> <ul style="list-style-type: none"> <li>- Within the setting there is a trained SENCO who attends termly networks to keep up to date. The local authority Area SENCO is available to support the setting SENCO.</li> <li>- With parents' permission advice can be sought from the Early Years Advisory Teacher. If the</li> </ul>

	<p>child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the physical sensory medical team.</p> <p>Staff have accessed specific training, such as basic autism course, epilepsy awareness, speech and language course, Makaton training.</p>
<p><b>Positive relationships, learning and development</b></p> <p><b>How will Appletrees Day Nursery help me to support my child's learning?</b></p> <p>How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? Do you offer any parent training or learning events?</p>	<ul style="list-style-type: none"> <li>- Within the setting there are signs, posters and information linked to the EYFS</li> <li>- Communication systems in place within the setting are – home/setting book, parents' meetings, daily conversations with parents that collect/bring children to the setting, newsletters and the setting website. These explain aspects of the EYFS and the child's development and experiences within the setting.</li> <li>- Agree a comfortable form of communication with parents – email, verbal, written, text</li> <li>- Invite parents to share their knowledge of their child's interests, e.g.family boxes, photos</li> <li>- Sharing children's Development folders and planned next steps in learning</li> <li>- Staff within the setting ie the key person and the SENCO will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parents' meetings and/or ILPP reviews.</li> <li>- If a child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from that professional to support your child.</li> <li>- Families invited to join in activities, open days, focussed events, such as speech and language evening, First Aid training, messy play</li> <li>- Flexible times for parents to attend the setting to join in with sessions or attend meetings</li> </ul>
<p><b>Positive relationships, learning and development</b></p> <p><b>How will I be involved in discussions about and planning for my child's education?</b></p> <p>How and when will I be involved in planning my child's education? How are parents/carers involved in the setting more widely?</p>	<ul style="list-style-type: none"> <li>- Parents are involved from the initial visits at nursery to register their child at the setting. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information at this point and on an on-going basis about individual needs of their child and any agencies/professionals involved with the child/family.</li> <li>- Parents are involved in identifying needs, information sharing, identifying targets/next steps to focus on at home and in the setting and reviewing progress towards targets. Parental permission is sought before liaising with outside agencies.</li> <li>- Parents' knowledge of their child is important and partnership working is sought at every point including Individual Learning and Provision Plans (ILPPs) and reviews.</li> <li>- Children's Development folders accessible to parents</li> </ul>

	<ul style="list-style-type: none"> <li>- Visible planning</li> <li>- Parents are able to volunteer in the sessions if they would like</li> </ul>
<p><b>Enabling environments, learning and development</b></p> <p><b>How will the learning and development provision be matched to my child's needs?</b></p> <p>What are the setting's approaches to differentiation? How will that help my child's needs?</p>	<ul style="list-style-type: none"> <li>- Get to know the child before entry to the setting through home visits, meeting with parents, other professionals involved</li> <li>- Regular Key Person liaison with parents</li> <li>- On-going observational assessment used to establish a starting point within the first few weeks and continuing to inform next steps <ul style="list-style-type: none"> <li>- Of starting the setting, linked to the ages and stages of development matters in the EYFS</li> <li>- Targets set on an ILPP if necessary to support the learning and development of the child</li> <li>- Ask parents for copies of assessments by professionals prior to starting the setting</li> <li>- Advice from the Area SENCO could be sought with parents' permission and if necessary</li> <li>- Setting ethos and EYFS requirement to treat each child/family as individuals</li> <li>- SENCO and key person's responsibility to ensure the environment, routines and activities support individual needs</li> <li>- SENCO and key person communicates with rest of staff to provide consistency and to develop understanding within the team</li> <li>- All staff supported by SENCO and key person to ensure that all resources are accessible and offer appropriate learning opportunities for all children</li> <li>- Observational assessment and ILPP reviews will enable planning for individual needs and preferences</li> <li>- Activities, experiences, routines resources and provision planned for the individual</li> <li>- Robust risk assessment to enable children to participate as fully as possible</li> <li>- Work with other professionals to meet on-going needs</li> </ul> </li> </ul>
<p><b>Enabling environments, learning and development</b></p> <p><b>What training have the staff supporting children with SEND had or are expected to have?</b></p> <p>This should include recent and future planned training and disability awareness.</p>	<ul style="list-style-type: none"> <li>- The SENCO has completed the New To SENCO training</li> <li>- The SENCO attends termly SENCO network meetings</li> <li>- The SENCO cascades information to other staff at staff meetings held within the setting</li> <li>- All staff have attended promoting positive behaviour training and other related behaviour courses.</li> <li>- Some have attended equality, diversity and inclusion training</li> <li>- Some staff have attended communication and language training.</li> <li>- Some staff have attended training linked to specific needs</li> </ul>



	<ul style="list-style-type: none"> <li>- Staff training records are kept by the manager and relevant training can be viewed on request. Please ask the manager.</li> <li>- Managers/SENCo have required knowledge and understanding to apply for additional funding if appropriate</li> </ul>
<p><b>Enabling environment, learning and development</b></p> <p><b>How will my child be included in experiences away from Appletrees Day Nursery?</b></p> <p>Will he or she be able to access all of the activities of the setting and how will you assist him or her to do so? How do you involve parents/carers in planning activities and trips?</p>	<ul style="list-style-type: none"> <li>- All activities will be planned around all children and their abilities</li> <li>- Involve parents SENCo and Key Worker in planning from the outset to identify strengths and needs of the child</li> <li>- Invite the parents (and child if appropriate) to join the setting staff in a visit prior to the planned visit</li> <li>- Prepare the child using a photo book of what to expect on the visit</li> <li>- Carry out risk assessments linked to the visit and the needs of all children, include parent and supporter and travel company if appropriate</li> <li>- Invite all parents to join the visit</li> <li>- Review adult:child ratios to ensure all children can access the visit, are safe and that it is an enjoyable learning experience for all</li> <li>- Take along any aides the child requires</li> <li>- Policies shared with parents on admission to reassure them that we are inclusive</li> </ul>
<p><b>Enabling environment, learning and development</b></p> <p><b>How accessible is the Appletrees Day Nursery environment?</b></p> <p>How does the setting communicate with parents/carers whose first language is not English? Have there been improvements in the auditory and visual environment? Is the building fully wheelchair accessible? Are there accessible changing toilet facilities?</p>	<ul style="list-style-type: none"> <li>- Bi-lingual staff employed</li> <li>- External interpreter engaged as required</li> <li>- Involve family members who speak English if appropriate and helpful</li> <li>- We are able to have our welcome pack and other documents translated</li> <li>- Books and DVDs can be made available in dual language</li> <li>- Signs, posters and pictures with notes used around the setting</li> <li>- One to one verbal communication with visual cues used to support understanding</li> <li>- Accessible building and toilet/changing facilities are available</li> <li>- Up to date policies and procedures</li> <li>- Provide multi-sensory experiences as part of our core provision</li> <li>- Provide sensory play equipment</li> <li>- We use visual and auditory aids</li> <li>- We seek advice and support from the Area SENCO</li> <li>- We work in partnership with specialists, such as the sensory team and follow their advice</li> </ul>

<p><b>Enabling environment, learning and development</b></p> <p><b>How are Appletrees Day Nursery's resources allocated and matched to children's special educational needs?</b></p> <p>How do you use your delegated budget to anticipate additional needs? What opportunities are available to access extra funding? How would additional funding be used to support my child?</p>	<ul style="list-style-type: none"> <li>- Inclusion funding and Two Year Funding can be applied for to support the child being included in the setting</li> <li>- Delegated budget has been used to train staff, e.g. in using the Inclusion Development Programme; Makaton; Portage</li> <li>- Delegated budget used to provide certain resources, e.g. a visual time table</li> <li>- Working alongside other professionals for supportive activities and experiences e.g. Portage, CC staff</li> <li>- Adaptations to existing resources</li> </ul>
<p><b>Learning and development, positive relationships</b></p> <p><b>How is the decision made about how much support my child will receive?</b></p> <p>Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?</p>	<ul style="list-style-type: none"> <li>- Through observations made by the key person of the child in the setting and in discussion with the parents, SENCo and Manager</li> <li>- Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required</li> <li>- Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.</li> <li>- On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.</li> <li>- The SENCO will give advice on meeting the child's needs within the setting in consultation with parents and other professionals where necessary and with parents' permission.</li> <li>- The SENCO will advise on the process of applying for extra support.</li> <li>- The inclusion funding process will identify level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.</li> <li>- Reports from health care professionals or others working with the child and family will be used plan support within the setting</li> <li>- The Area SENCO or the Early Years Advisory Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the ILPP. The ILPP will be written with parents and will include how parents can support their child at home.</li> <li>- Staff meetings within the setting will ensure all staff working with the child know the child's needs and how to support them.</li> </ul>