

Our local offer

How does Little Pippins FSU Nursery know if a child needs extra help and what should I do if I think my child may have special educational needs? How do you identify children with special educational needs and disabilities (SEND)? How will I be able to raise any concerns I may have?

Each child has a key person whose role it is to develop a close and sensitive relationship with the parents. If a parent has any concerns about their child's development this information should be shared with the key person. The key person will be responsible for regular observations and assessments that link to the development matters age and stages of development.

If the key person has identified a possible individual need, this will be discussed with you and together you can plan how best to support the child. The SENCo (Special Educational Needs Co-Ordinator) may be asked for advice in order to support the key person and your child. The SENCo may also liaise with other professionals, with your permission, such as the Area SENCo, Occupational Therapist, the Speech and Language Therapist or the Health Visitor. This advice might involve meetings and reports in order to enable the key person to plan for the individual needs of your child.

How will Little Pippins FSU Nursery staff support my child? How will you oversee and plan the education that my child will participate in? Who else will be involved with my child and what will their role be?

We offer an in-depth settling in period. At this time, you will meet with your child's key person and spend time sharing information in order for us to provide informed support. The child's well-being is central to

everything we offer and the settling in period will be tailored to the child's individual needs. Parents are welcome to spend time at the nursery during the settling in period and familiarise themselves with the staff and, in particular, the key person. These early days will provide the foundation for a trusting and strong relationship between the whole family and the key person. Your key person will be responsible for the day to day care of your child and for the observations and assessments that help to inform us of your child's current stage of development and of their next steps in learning. You are able to contribute to these recordings so that we have a complete record of your child.

Your child's development will be regularly evaluated and the SENCo may be asked for advice if this is felt necessary in order to plan appropriately for your child's individual needs. As parents, you will always be included in planning for your child's needs.

How will Little Pippins FSU Nursery prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life? What preparation will there be for both the setting and my child before he or she joins the setting? How will he or she be prepared to move on to 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?

Joining Little Pippins FSU Nursery:

The first settling in visit will provide an opportunity to meet your child's key person and to start talking about your child's interests and care requirements. It is recommended that the first and second visits are opportunities for your child and yourself to get to know the setting and the staff who will be responsible for your child. If your child feels quite settled, it may be appropriate for you to leave your child for a short period of 2-3 hours but the duration should be discussed with the key person so that everyone feels confident.

Transition to another setting or to school:

With your permission, your child's Learning Journal (a record of their observations and assessments during their time at nursery) will be shared with the new setting. If possible, we will meet with the key person at the new setting or contact them to share relevant information. We will attend team around the child meetings. We will visit the new setting, if possible, to advise on any adaptations to provision or routine and to meet the key person/class teacher. The new key person/class teacher will be invited to meet the child at Little Pippins if this is possible. If your child is on SEN Support, the new nursery setting or school may request a transition meeting. At this meeting the setting will invite all professionals working

with your child, current and new setting professionals and parents. They will discuss any additional needs, provision and any adaptations that may be required. If your child receives Early Years High Needs funding, a School Entry Plan will be required. All professionals are invited including the Area SENCo, parents, setting and school practitioners.

Who can I contact for further information? Who will 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?

Your child's key person is your first line of contact, who will be supported by Early Years Lead, Nursery Manager or SENCo. There is a notice board in the entrance to the nursery that contains a list of nursery staff complete with photographs. Your child's key person, together with the SENCo will be able to signpost you to care professionals who can offer support and advice. We can also make an Early Help Referral (EHA) for specialist help with your permission.

Information can also be obtained from your Health Visitor, Children's Centre and the Local Education Authority website- Somerset Choices <https://choices.somerset.gov.uk/025/>

What are the responsibilities of the Little Pippins FSU Nursery senior management in enabling and supporting inclusive practice? How are they involved?

The senior management team are responsible for all the practices and policies relating to inclusion, i.e. that they are current and fully implemented. We will ensure that the staff team have access to training. We provide an environment that is enabling for all children and is stimulating and nurturing. We will make suitable changes where possible. We aim to create a positive environment that values and respects each child and we welcome families to be part of the nursery and share in their children's learning. We encourage our staff to have regular, honest and meaningful communications with parents and to share information, with external agencies, if it is in the child's best interests.

How will I know my child is progressing? What opportunities will there be for me to discuss my child's progress with his/her key person? How does the nursery 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 nursery?

There are opportunities on a daily basis for discussion with your child's key person at the beginning and end of each session or a prearranged appointment made via the key person. Each child has a Learning Journal. This contains observations, photos and assessments. We also use Tapestry, which is an online learning journal; parents have access to this via email or the App. There are also parent sessions that give you the opportunity to work with your child and have an informal discussion with the key person. We write yearly reports that go home during the Summer Term. For children who are 2, there is the 2-year-old progress check that will be completed by the key person, the parent and the Health Visitor and may form the basis for early intervention if particular concerns have been identified. The key person will regularly review your child's progress and development and will share this information with you. If your child requires a Sen Support Plan as a result of an identified need, this will be shared and reviewed with you to ensure that we are meeting the targets and planning for your child's next steps. There may be reports from other professionals involved in your child's care. A meeting might be arranged if there is a lot of information to be discussed and/or other professionals are involved.

Parents play a vital part in nursery life and there are many opportunities to become involved such as helping on trips, sharing skills or interests, family events days or fundraising activities.

What support will there be for my child's physical and emotional well-being? How does the nursery manage the administration of medicines and provide personal care? What support is there for social and emotional development?

Parents will be provided with relevant information about the nursery and will share information with the key person to ensure that the child's individual needs are met. All staff act as positive role models and promote inclusive practice.

Each child will be matched with a key person to ensure continuity of care and to form a strong working partnership with parents. The key person, through their knowledge of your child, will plan for their individual needs and interests in line with their stage of development and will liaise with the SENCo and Area SENCo if support is required. The key person will ensure that the resources are accessible and available and that they are positive and caring role models.

Staff may administer medicines and relevant documentation is maintained. There are school policies to cover sickness and the administration of medication, as well as healthy eating and the key person approach. The key person will be responsible for your child's personal care needs which includes nappy changing and overseeing their rest periods and eating.

What specialist services and expertise are available or accessed at Little Pippins FSU Nursery?

All staff aim to be qualified to the equivalent of Level 3 in Childcare and Education as a minimum. All staff have access to a variety of training linked to child development and may have experience of specialist training such as SENCo training, Paediatric First Aid, Autism awareness, Safeguarding and Talkboost. Talkboost is an intervention that focusses on speaking and listening.

We work closely with the Local Authority advisory teachers and Area SENCo, Maisey (Multi-Agency Identification and Support in Early Years) and with other local external agencies and can signpost parents or make an Early Help Assessment (EHA) with your permission.

The school has policies with regard to equality and diversity and behaviour management and staff attend relevant training.

How will Little Pippins FSU Nursery help me to support my child's learning? How will you explain how learning is planned and how I can help support this outside of the setting?

There are boards used for displaying planning and your child's key person can explain to you how the cycle of observation, planning and review operates and what this means for your child. Your key person will be able to tell you how we plan for your child's next steps and it is important that we use the information that you provide us with to ensure that your child's needs and interests are fully met. Much of the day will be spent observing and talking and listening to your child to ensure that the planning reflects those needs and interests. The management team oversees and monitors the planning to ensure that all areas of learning are covered and that your child is receiving a broad and balanced curriculum in order to make progress in his/her learning and development. There are opportunities for parents to continue this learning at home and your key person can provide examples of everyday activities that can help to support this learning.

If we have identified that your child has a particular need we will support you and them in accessing advice and guidance so that we can plan appropriately in order for them to reach their full potential.

There are a variety of ways in which we communicate with parents such as daily interaction, day sheets, whiteboards, email, posters and letters, the website, the Learning Journal, social media and Tapestry.

How will I be involved in discussions about and planning for my child's education?

How are parents/carers involved in the setting more widely?

Parents/carers are involved from the very beginning, during the initial tour around the nursery or the first settling in session. Building a strong and trusting relationship and understanding your child's needs and interests is important to us. We would like you to share information with us on a regular basis to enable us to appropriately plan for your child, so that we can plan for your child's next steps and review their progress against targets.

If particular needs are identified that require additional support, we will signpost you to the relevant agencies or make an Early Help Assessment (EHA) on your behalf if necessary. We may need to arrange a Pre Entry Plan prior to your child starting Nursery. We will invite the Area SENCo, any current professionals involved such as Speech and Language, parents and setting practitioners to create a plan that will ensure all needs are identified and met. You will be kept informed and supported through every step of the process. We will ensure that the daily planning reflects what we are doing to provide support in those areas and ensure that targets are achievable and relevant. If there is a SEN Support Plan, we will ensure that you are invited in to share and contribute to this as your contribution is essential to your child's development and progress.

You have access to your child's online Learning Journal and contribute to it whenever you like. There is a lending library box from which you can borrow books to share at home.

There are ways in which you can also become involved in the setting such as coming in to share a skill, taking part in Stay and Play sessions three times a year, dressing up days and charity events. Information is displayed on the noticeboards, via letters home or via the website. If there is something you would particularly like to be involved in, please speak with your child's key person. We also encourage grandparents and other family members to come along to certain events and be a part of the children's time at nursery.

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

What are the settings' approaches and how will they help my child?

Through the settling in sessions, it is important that we share information that will help us to plan for your child's needs and interests. Your child's key person will be your first point of contact but the Nursery Manager and SENCo, if necessary, will also be there to support you. Using your child's starting points, the key person will observe your child, plan a range of exciting and challenging activities and review their progress. You will be asked to share in the assessments we make and to contribute ideas and information

relevant to their next steps in learning. We will ensure that the environment is enabling and offers a range of suitable and accessible resources. We will suggest ideas for activities to develop learning at home to reinforce the partnership between home and nursery.

If additional advice or expertise is felt necessary, we will ask for your input and your permission if we feel an Early Help Assessment (EHA) would be beneficial. At all times we will share information with you and keep you informed. If you have any concerns, we would like you to share these with us so that we can ensure that your child receives the best possible outcomes in their learning and development.