



Special Education Needs & Disability
Information
(local offer)



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

Early birds Pre-School is an inclusive pre-school and our team are committed to meeting the needs of all children. Our SENCO and team work together to ensure we provide a safe and stimulating environment where children can grow and develop from their individual starting point.

Assessment - when a child starts at early Birds we complete a Starting Point Assessment where parents share their knowledge and information about their child: their interests, dislikes and any concerns that they may have regarding their child's development. Between 24-36 months as part of the EYFS we complete a 2 year old Integrated Check, depending on the child's start date. We complete a Summative Assessment and an evaluation of the last 6 weeks, giving details of how we are going to scaffold the next step through their interests. In addition the parents/carers are given an opportunity to meet and view their child's learning journey and talk through their progress with their key person. We operate an open door policy, and encourage parents to chat to their key person on a regular basis and raising any concerns with them or the SENCO direct. A Moving on Assessment is completed on transition to another setting or school. Parents who have SEB children can arrange a visit with the Supervisor & SENCO prior to starting to discuss their child's individual needs and to help plan the settling in process.

How will nursery staff support my child?

Overall responsibility for planning is taken by a Senior Staff member who has a foundation Degree qualification in Early Years Education. All staff members work together to support all children within the setting. All children are allocated a key person before they start who is responsible for welcoming and

settling the child during the settling in process. They act as the key contact for parents and are responsible for monitoring, tracking and reviewing your child's development and sharing this information with you. Staff work together sharing observations and knowledge about their key children which then enables others to scaffold learning and encourage interests and developments; the SENCO will support the key person monitoring and reviewing our practice and provision working out a range of strategies, working in partnership with parents and other agencies to meet your child's individual needs.

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

All staff are responsible for using a range of strategies and resources to help their key children to enjoy and achieve. The key person share any concerns regarding SEN with the SENCO who will carry out further assessments and liaise with other professional where appropriate. If a child has been identified with specific needs, she will help write an SBSP to meet those needs, helping staff to plan, implement and monitor your child's development in a particular area, evaluating and reviewing this and planning the next steps.

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

Once a term the Key person & SENCO will invite you to join them, to share information, using your child's learning journey and Summative Assessment & SBSP to set new targets (if appropriate). However, if you have any concerns we operate an "open door" policy and either the key person or SENCO will happily chat through any concerns weekly or daily. Home books can be created where interests and worries can be shared without talking over children and the SENCO may provide packs to support learning in the home environment.

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

The setting has policies regarding Administration of Medicines & Behaviour Management to ensure that correct procedure and consistent approach is always used. Particular needs or concerns will be discussed with the parent by the Key person, Supervisor or SENCO to ensure a common approach. The child's voice is of great importance dependent on age and verbal acuity of the child, different methods such as observation & the Leuven Well-Being & Involvement

Scales & feedback from parents, other professional will help to ensure that the child remains in the centre of any decisions that are made.

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

Our SENCO has been in post for 17 years & hold SEN I II & III qualification and update regularly and also has Makaton Training. She has accessed various Impairment Service (for child with sensory needs) Hearing Impairment Service, Sensory Room (Seaford Children Centre) EAL Foundation Stage - Support Team for children with English as an additional language & WAVES a charity that supports local families in need.

How will my child be included in activities outside the classroom including school trips?

When outings or trips are planned parents are asked to give their permission and a risk assessment is undertaken for all children. We have a higher ratio of staff and parents helpers to ensure that all children's needs are meet. Parents have the right to say no to a child undertaking a trip, or to be part of the decision making, in regards to the child undertaking the outing: helping with risk assessment for their own child. Parents are always welcome to come and support their child in activities outside the setting if they wish to and may be specifically invited to.

How accessible is the nursery environment?

Early Birds Pre-School is held on the premises of Seaford Baptist church. The building has wheel chair access into the premises, and a lift up into the church where the Nativity plays are held at Christmas. We have a ramp into the outside area and disabled toilet access as well. We have had children with mobility problems before and have been able to adapt some of our equipment to make it accessible to all children. If for any reason alternative equipment is need then we would be able to access this either through Early Years Support Service or by Childcare Bursary Fund.

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

Parents are offered a settling in morning - providing an opportunity for parents and child to visit the pre-school. If you have a child with SEN we will arrange a planning meeting with the necessary agencies and taster mornings, and a planned transition into the group. The Supervisor, SENCO and key person will liaise together to ensure a good transition into the group for all children.

Transferring to school - We have an excellent relationship with the local schools, and work closely with the Reception classes to ensure a smooth transition, holding meetings with all professionals involved at the school with parents to ensure that any concerns are addressed and dealt with efficiently, and the correct information is transferred on the Moving on Summative Assessment prior to the child leaving. Staff from the local schools come into the setting to meet with the children as well as providing taster sessions. On previous occasions the SENCO has visited a child's school with the children to create their own transition booklets.

How are the nursery's resources allocated and matched to child's special educational needs?

The environment and the resources play a key role for supporting all children within the setting, so we endeavour to ensure that children have access to all resources both inside and out through planned experiences and activities. Setting based support plans help to identify and plan for children with specific learning needs. Staff can also access Speech & Language, behaviour management & turn taking resources to target areas of learning, in one to one or small target groups with the general setting. SEN will support staff with identifying the children's needs and further development. Next steps and significant achievements are discussed and new targets set. If any new resources are needed these would be approved through the Management Committee.

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

We use a system of planning, implementing, and monitoring, evaluating and reviewing children's development. When concerns are raised, the key worker will discuss this with the SEN and the parents and a decision will be made as to what is the best way forward. When necessary other professional agencies will

be consulted and information gathered i.e. hearing tests, doctor referrals, referral to ISEND or Integrated Therapy Team. Once a SBSP has been written it will be evaluated after an agreed time span and progress or lack of will be discussed before the next step is planned.

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

Early Birds pre-school firmly believes and supports parents as their child's first and enduring educator by involving and working closely together for the children's benefit. We have a parent letter which informs parents of all the planned suggested activities for the week, parents are requested to support us with our role play or other activities. Parents are invited to come in and share their knowledge on a particular project/subject or cultures. Early Birds have an open door policy and always listen to parent's opinions and ideas.

Who can I contact for further information?

Contact should be made through the setting with Vanessa Ayres Manager, on the following numbers:

Mobile: 07974835978 Seaford Baptist Church Office: 01323 896009 - A message can be left with Brenda Savidge - or on the out of hours answer phone.

Email: Earlybirds@seafordbaptistchurch.org.uk

By Post to Early Birds Pre-School, Seaford Baptist Church, Belgrave Road, Seaford, BN25 3PR