



## Local Offer

### **1. How will Clare House know if children need any extra help and what should I do if I think my child may have special educational needs or disabilities?**

At Clare House nursery we carry out robust observational assessments on each child which form their personal pathway. This allows the key person and practitioners to have a greater understanding of your child and their preferred learning style and development. The collated information enables us to identify any concerns in their development which will then be discussed with Jayne Windsor our settings SENCo and the Manager of the setting. Parents/carers will be consulted at the beginning of this process and their permission sought before proceeding, all communications and meetings are conducted in an open and respectful manner. As a setting we fully recognise and appreciate the importance of parent partnerships. If we are to achieve a successful outcome then this can only be done with parents and the setting working together in a cohesive, trusting and respectful relationship.

When the 'assess, plan, do, review' cycle is put into place the SENCo and Key person will make sure that the parents/carers are part of this process at all times ensuring that explanations and discussions take place. A graduated approach will be taken in identifying the level of need and support for your child to promote a positive outcome.

When the SENCo identifies an area of development that requires further intervention the parents/carers will be invited to an informal and respectful meeting to discuss the findings. These findings may need the involvement of our Area SENCo and other professionals in order to support the desired learning and development outcome for your child. Permission will be sought from parents/carers in order for us to proceed in this manner.

Clare House welcomes and values the support, advice and information delivered to each individual child from other professionals and puts this into practice in order to achieve the best possible outcome for that child.

### **2. How will Clare House staff support my child ?**

We pride ourselves on meeting the individual needs of all the children in our care. We achieve this through our positive relationships with parents/carers who are best placed to inform us of their child's ongoing development and needs. When registering with us at Clare House, we ask parents/carers to complete an 'all about me' form and a home communication profile to enable us to have a starting point of your child's learning and development from which we can base our initial planning and observation cycle on. We also have a robust settling in period where parents, carers and children are invited to book three settling sessions, each up to two hours long. The first session we ask parents/carers to stay with their child for an agreed period of time. If all goes well we ask the parent/carer to leave their child for a short period of time, perhaps just sitting in our family room

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and have a cup of tea. The following session we hope that the child can be left, this is agreed with the parent/carers prior to next visit. These sessions allow the child and key person time to get to know each other and for an attachment to be forming before they start nursery. If we feel that more time is needed to settle your child, we will work together to arrange extra sessions, it is imperative that your child and yourselves are completely at ease with the transition into nursery life at Clare house before they start their regular hours.

Each child starting in our baby room is given a home share diary, the key person will write details of your child's day in it whenever they attend nursery. It will detail what food has been eaten, nappy changes, sleep times and what activities your child has engaged in. We also encourage parents to leave notes, comments and any changes of routine in them, this provides a vital link between parents/carers and their child's key person. If we feel this could be of benefit to you and your child, we may continue using this as a means of two way communication between us as they progress through nursery. We have an open door policy allowing parents/carers to discuss their child's needs and progress with their key person, SENCo or Setting Manger.

Each key person will carry out ongoing observations, assessments and listen to each child's voice to evaluate and understand their individual needs. The child is the foundation for our work, ensuring we have positive relationships with our parents/carers allows us to facilitate effective, targeted plans to support any additional needs required by a child.

Through the key person approach we use a host of assessment tools e.g. 2 year old developmental check (where applicable), Every Child A Talker as well as a termly development tracker covering all seven areas of development detailed in the EYFS. The Manager and Senco will oversee the planning of your child's education. It is the responsibility of the Manager and SENCo to liaise with parents/carers and outside professionals to create a realistic plan to support the needs of your child. This plan will be reviewed and assessed on a regular basis. If certain targets are achieved, new targets will be set or existing ones altered to meet the needs of your child.

The key person will work using these targets, our SENCo, parents/carers and key person will work closely to review your child's progress. Other professionals will also be invited to provide additional support and strategies which will best fit the needs of your child. Staff regularly attend training courses and workshops. The SENCo also attends SEN Forums where up to date SEN information is discussed.

### **3. How will the curriculum be matched to my child's needs?**

The Key person, SENCo and where possible other staff get to know your child on their initial visits. These key moments allow your child to forge the strong bonds and for staff to gain an understanding of their individual needs required for a successful transition into nursery life. If other agencies are already involved, then a pre-school entry plan will be organised and we will work from this to ensure a smooth transition. Communication tools and staff using STC will be utilised to support your child's needs.

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Indoor and outdoor facilities are available for your child to access. Through the continual use of observations and assessments we can understand where your child is starting from in order to evaluate their progress. Each week the key person will observe your child's interests; these are recorded and inform planning for their individual needs on the following weeks planning.

Staff carryout a planning and assessment rota incorporating long observations, next steps and tracking linked to the seven areas of the EYFS throughout the year. These also link to inform the planning process and assist staff in supporting your child's further development. Alongside our open door policy we also hold regular parent's evenings where you will have an opportunity to view your child's personal pathway and see their work in progress, you will also be able to share any thoughts and ask questions relating to your child's learning and development.

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

At Clare house we use a child's personal pathway on Tapestry to record and monitor their progress. This includes photographs and observations all of which are accessible to parents through a secure online password route. Tapestry also allows parents to leave comments and add observations

Ongoing observations, photographs, information gathered from home share diaries and through conversations with parents/carers enable us to have an holistic view of your child and their individual needs. We use Every Child a Talker (ECAT) Form to assist us in the monitoring of your child's speech and language development alongside a home communication profile completed by parents/carers to establish and understand your child's preferred methods of communication.

Through observation and engagement we can adapt activities and review resources, promoting an enabling environment inside and out we can support your child's learning and development.

### **5. What support will there be for my child's overall well being?**

All staff at Clare House strive to provide a caring, open and holistic approach to your child's time with us. We offer an inclusive, friendly and sensitive attitude towards you and your child through positive relationships. Support will be offered to enable your child to engage in activities within the setting and as a family unit at home. All staff are positive role models, displaying appropriate behaviours and attitudes towards adults and children alike. Learning and development takes place in a flexible manner, no child will be forced to engage in an activity or routine. In order to gain the maximum learning outcome, children are encouraged to explore and discover without constraints.

All personal care is carried out by your child's key person or in their absence, the back-up key person. These are dealt with respectfully and plenty of time allowed.

If your child has allergies or medical needs, these will be recorded on a personal medical plan. Staff will attend training (if applicable) to ensure they are given the support required. Allergy/medical conditions are recorded on data sheet and kept on file, we also use a colour coded placemat for

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each child depending on the severity of condition. If allergy or medical condition is severe, the area SENCo will be involved to support our setting in order for our environment to meet the needs of your child.

Our aim is to work cohesively with you to provide the best possible care for your child whilst at Clare House.

### **6. What specialist services and expertise are available at or accessed by the Early Years Setting?**

Clare House works closely with the Get Set team as we share the same building, making this a convenient and easy accessible service for our parents. We can signpost parents to Get Set if they require any advice or support.

Our SENCo, with your support, may refer your child to specialist services which may include speech and language therapist, occupational therapist, health visitor, GP and Paediatrician. Depending on the case the Area SENCo may be involved in your child's case. We have a well established relationship with our Area SENCo, our settings SENCo regularly attends the SEN Cluster meetings, keeping up to date with any issues or changes whilst gaining valuable support and advice.

If your child requires support from outside services, you will be consulted prior to any support being arranged. Some specialists will attend Clare House and observe your child in our nursery environment.

All staff at Clare House has or is having training on children's learning and development. We also have regular inset training days and ensure staff are up to date with their CPD.

### **7. What training have the staff supporting children with SEND had or are having?**

Clare House staff have training in children's learning and development, special educational needs and health issues that may affect a child's learning and development away from that of their peers.

Our setting Manager who is our Senco and the room supervisor for the pre-school children who is the backup Senco, have both attended the calling all new Sencos training day. Either one of them will attend the cluster meetings enabling us to keep up to date with current issues and knowledge. This information is then disseminated to staff to ensure we are all up to date on any changes, issues or concerns.

All staff are safeguarding trained at various levels depending on their position within the setting. This helps staff to recognise the importance and significance of keeping children safe.

All staff have attended an inclusion, equality and diversity course during one of our inset days, this enables us to reflect and identify our best practice and individual needs of all who access our setting.

All staff are first aid trained and are confident to deal with medical emergencies.

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The majority of staff have attended the Somerset Total Communication course, enabling effective communication opportunities for children.

All staff who have attended first aid training have been trained in the use of an epi pen and some staff have been trained in supporting a child with diabetes and administering insulin. We ensure that there is always an appropriate staff member who is adequately trained to deal with your child, should they have a specific medical need with your child at all times.

The majority of staff have attended the Common Assessment Framework course, enabling us to further support children with their parents/carers.

We aim to attend courses, where possible, to develop an understanding of conditions/ issues that affect your child, enabling us to support them to the best of our ability.

### **8. How will my child be included in activities outside the Early Years Setting, including trips?**

All activities that take place outside of the setting are planned, taking all the children's needs and abilities into consideration.

Comprehensive risk assessments are carried out prior to the trip/activity taking place. All information on the route, destination and resources/equipment to be accessed at destination are included in the risk assessment. This will enable us to adjust or ensure extra equipment is available to ensure all children have the opportunity to take part. Any child with specific medical needs will be risk assessed; ensuring all equipment required for their safe participation is taken by the trained practitioner. Parents are required to sign a consent form prior to the trip taking place; this provides an excellent opportunity for staff and the parents/carers to discuss any concerns and to agree on requirements for your child when leaving the setting to ensure we provide an inclusive opportunity for your child.

### **9. How accessible is the Early Years setting environment? (Indoors and outdoors)**

To the side of Clare House we have a large car park.

Clare House can be accessed from the pavement through a double gate leading to the front of the nursery where there is double door, both of which can be opened for wider wheelchairs. There are no steps or large lips to negotiate; we are all on a level throughout the setting. All doorways are wide enough to accommodate wheelchair access throughout. We have one disabled toilet, the rest of the toilets are low level and child friendly. We have a lift situated within the nursery for staff, children and services users to access the upper floor which incorporates the Schools-out room and the Get Set rooms. All children have access to the gardens and outdoor learning environments. One end of the garden has three steps leading to the upper area whereas the other can be accessed via a paved slope.

Within the setting we provide low tables and age appropriate chairs throughout. Washing facilities within the rooms are low and accessible to the children promoting independence with their self

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care. Steps are provided for those who required additional support. Children's toilets are situated across from the preschool room. Children are encouraged but also supported by a member of staff to carry out personal care themselves. Staff are vigilant as to who leaves the room and will monitor offering support if and when needed. The toilets are low and situated in within small cubicles, children need to use a small step to access washing facilities in this room. If you feel your child needs ongoing support then your child's key person will do this with them, ensuring their learning environment still actively promotes their development and foster their self esteem.

Babies and toddlers are changed in our nappy changing room by their key person. The changing unit can be accessed by the child via steps, (where appropriate). This is discrete room where personal care can take place in a sensitive and relaxed manner. Potty training is carried out at the request of parents; we endeavour to follow the wishes of parents and their children through this.

We use visual aids and staff engage in STC to support communication and a child understands of their day whilst still recognising the need for flexibility and the individual needs of the children. We plan for and deliver a multi-sensory learning environment, working with our SENco/area SENco and parents/carers to ensure our provision is effective and suitable for all your child's needs, abilities and interests.

We welcome visits to access our accessibility and suitability for your child. We will make every effort to ensure we do our utmost to accommodate your child, adapting the building and resources, where reasonably possible.

### **10. How will the Early Years setting prepare and support my child to join the early years setting, transfer to a new setting/school?**

When joining Clare House we plan for and book settling in sessions for you and your child. These visits allow you and your child to build a positive relationship with your child's allocated key person. These can vary in length of time to suit yours and your child's individual needs. We welcome you to stay with your child for as long as you feel the need. If your child requires an early year's entry or health care plan is required then we will work with you and other professionals to ensure everything is in place and staff are in full receipt of your child's individual requirements prior to them starting with us. This will allow us to provide a consistent approach throughout the setting.

If your child attends another setting we are more than happy to work and meet with them to ensure consistency between us to best support your child. As all children are unique, we offer flexibility in our support to reflect the changes and feelings you and your child may experience during their transitional period.

Upon entry to school or another setting, we will work in the same way, sharing information as necessary with other settings to provide a clear and consistent approach. We will ensure all relevant information and time required is taken to help your child settle in. This will be done on an individual basis with the implementation of targeted plans shared across the settings. It may be decided that your child's key person will visit the new setting with you and your child to further support their transition.

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When making the transition to Primary School we complete the School Transition form for each child based upon observations and assessments made on your child whilst at Clare House. These are handed to your child's Primary School towards the end of the summer term. We also have a meeting with the early year's teachers to discuss each child and their required needs.

Your child's view and opinions on their transition will be listened to and valued. We suggest parents/carers could use their child's home share diary to share views and interests between settings.

### **11. How are the Early Years Setting's resources allocated and matched to children's special educational needs?**

At Clare House we have an extensive range of resources. However, we will support your child within our general budget for new resources in order to provide an inclusive provision. Where the need is greater than that of their peers, as assessed by the Area SENCo or other professionals, we will work with you, the Area SENCo and other professionals to assess whether funding can be applied for through an education and health care plan to provide resources and support best suited for your child.

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

Through our ongoing observation and assessment, we will be able to see if there are areas within your child's development that need extra support and resources. At this point we will call you in for a meeting to consider what would be beneficial for your child and how we can work together to best support them. This may be in the form of a targeted plan that will highlight areas to focus on in order for your child to progress and develop. Continuous assessment and reviewing of any targeted plans will be carried out in partnership with you any other professionals involved in your child's development. This will enable us to assess whether the targeted plan is working for your child or if any other professional advice is needed.

At no point will we engage in liaising with other professionals without your consent, Activities and resources will be adapted where needed, to ensure inclusive provision is in place for your child and that their environment is safe and accessible with or without support from their key person.

We use Every Child a Talker (ECAT) form to help us monitor speech and language development and a home communication profile completed by you to establish and understand your child's preferred methods of communication.

Your child's key person is your main point of contact as they are best placed to support you and answer any questions you may have. In the unlikely event that they are unable to answer then they will endeavour to get back to you as soon as possible with an answer. You and your child are very important to us and it is our aim, across the setting, to provide the best possible care we can.

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All communication and information sharing is carried out in strictest of confidence and shared on a need to know basis. All documentation on you and your child is held under legislation and confidential guidelines within the setting.

### **13. How are parents involved in the early years setting? How can I be involved?**

We place a great emphasis on the importance of parents/carers within our setting. They have valuable knowledge, experience and views on their children from which we can draw upon to best support their children. We are more than happy to engage and listen to your views and opinions on Clare House and how they affect you and your child.

We ask parents to complete a questionnaire, which can be anonymous in order for them to fully express their views, opinions and ideas. We take all their answers into consideration, reflecting on our practice and recognising that in order to move forward for the best of our families and the setting we must continually learn and develop in order for us to continue to provide best practice.

Clare House is a committee led setting made up of parents and local business personnel. They provide a vital and extremely valuable role in ensuring we are able to continue to offer a 'good in all areas' setting for the local community. They have regular committee meetings and fundraising events, drawing on our parents for added support. These are essential to the continued successful running of Clare House.

During our themed planning we have had parents/carers and grandparents come in with resources, stories and animals to pass on their knowledge to the children. All the staff and children engage well during these sessions, showing high levels of fascination and engagement.

### **14. Who can I contact for further information?**

Jayne Windsor – Childcare Manager.

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Clare House

Millfield

Chard

TA20 2DA

Tel. 01460 62367

Email – [chardnniandschoolsout@btconnect.com](mailto:chardnniandschoolsout@btconnect.com)



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