

Our Local Offer



Our Commitment to Inclusion

At Clare House Nursery, we believe that every child is unique and has the right to feel safe, valued, understood and fully included in nursery life.

We recognise that children develop in different ways and at different rates. Some children may need additional support, reasonable adjustments or a different approach to enable them to communicate, build relationships, regulate their emotions, access their environment and make progress.

Our approach starts with getting to know the individual child. We focus on their strengths, interests, relationships, communication and development, while identifying and working to reduce any barriers that may make learning, development or participation more difficult.

We provide a personalised and inclusive curriculum built around secure relationships, play, communication, movement, outdoor learning, emotional wellbeing, sensory exploration, curiosity and children's individual interests.

Our practice is informed by the **relevant statutory requirements, national guidance and local SEND guidance**. This includes the **Early Years Foundation Stage (EYFS) statutory framework, 2 year check, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, children Act and Somerset's Graduated Response**. We use these frameworks alongside our professional knowledge of each individual child to help us identify needs early, make reasonable adjustments, provide appropriate support and review the impact of the provision we put in place.

Parents and carers know their children best and are an essential part of everything we do. We aim to build open, respectful and trusting relationships with families so that concerns can be discussed early and decisions about a child's support can be made together.

Where a child requires additional or different support, we follow a **graduated approach**. This may include using the **Assess, Plan, Do and Review (APDR)** cycle to help us understand the child's strengths and needs, agree meaningful and achievable outcomes, put appropriate strategies and support in place and regularly review the difference that support is making.

We recognise that SEND support is an ongoing and reflective process. Provision will be adapted as we learn more about the child, their progress and what helps them to participate, communicate, develop and thrive.

Where appropriate, and in partnership with parents/carers, we will work alongside other professionals and services. We value a joined-up approach and will use relevant professional advice to help ensure that each child receives consistent and coordinated support.

1. How will Clare House know if my child may need additional support?

Knowing each child well is central to our practice.

From the very beginning of a child's journey with us, we work closely with parents and carers to understand their child's development, routines, interests, communication, strengths and any areas where support may already be needed.

During our settling-in process, families have opportunities to share important information with their child's **Key Person**. Our **All About Me** information and communication tools also help us to begin building a picture of your child before and during their transition into nursery.

Once your child starts at Clare House, their Key Person and wider room team will continue to get to know them through everyday play, routines, interactions and experiences. We consider the **whole child**, rather than relying upon one assessment, observation or checklist.

We consider areas including:

- communication and interaction;
- personal, social and emotional development;
- physical development and sensory needs;
- learning, thinking and problem-solving skills;
- relationships and play;
- independence and self-care;
- attention and engagement;
- emotional regulation; and
- how successfully your child is able to access, engage with and participate in nursery life.

During your child's initial weeks with us, we establish a picture of their development, wellbeing, interests and individual starting points. We then continue to monitor and understand their development through everyday observations, our professional knowledge and judgement, **Birth to 5 Matters**, our focus-month process and the statutory **Progress Check at Age Two**, where applicable. We may also use additional developmental or communication tools where these are appropriate and helpful for the individual child.

We recognise that children may communicate, behave or demonstrate their skills differently depending upon where they are and who they are with. What we see at nursery may therefore sometimes be different from what you see at home.

For this reason, **parents' and carers' observations, knowledge and concerns are extremely important to us**. We encourage you to speak with us whenever you have a concern about your child's development or wellbeing, even if we have not yet observed the same concern within nursery.

Equally, if your child's Key Person or another member of our team notices that your child may be experiencing a barrier to their learning, development, communication, wellbeing or participation, we will discuss this sensitively and openly with you.

Where additional support may be required, your child's Key Person will work alongside the room team, our SENDCo and management team to consider what your child may be communicating to us and what adaptations or additional support could be beneficial.

Our first response will often be to consider what **we can change within our everyday universal provision**. This could include adapting the environment, our communication, routines, resources, adult approaches, sensory experiences or expectations to make nursery more accessible for your child.

Where appropriate, we will follow **Somerset's Graduated Response** and may begin an **Assess, Plan, Do, Review (APDR)** cycle. Parents/carers will be involved throughout this process, and your knowledge, priorities, concerns and hopes for your child will help us to agree meaningful outcomes and decide what support is most appropriate.

Where we feel that further advice or specialist support would be beneficial, we will discuss this with you and, where appropriate, seek support from our **Local Authority SEN Inclusion Team or other relevant professionals and services**.

We believe that early identification should be a **positive and supportive process**. Identifying that a child may need something different or additional does not change how we see that child. Our focus remains on recognising their strengths, celebrating their individuality and understanding what they need to feel secure, included and able to thrive.

Our aim is to support every child to reach their full potential, recognising that success, progress and achievement will look different for every individual child.

2. How will Clare House support my child?

Every child at Clare House has a **Key Person** who plays an important role in developing a secure relationship with them and their family.

Your child's Key Person will get to know their individual personality, interests, communication, routines, strengths and needs.

At Clare House, it is important to us that all staff working with your child understand their individual needs and how best to support them, enabling us to give them the best possible start in their early education. While your child's Key Person will have a particularly important role in knowing and supporting them, we ensure that knowledge, strategies and appropriate support are shared across the wider room team. This means that your child is not reliant on one individual member of staff and, should their Key Person be absent due to annual leave, sickness or training, familiar and knowledgeable practitioners are available to provide consistent care, support and learning opportunities.

Our support may include adapting:

- activities and experiences;
- communication methods;
- routines and transitions;
- the physical environment;
- sensory experiences;
- group sizes;

- resources;
- adult support;
- expectations; and
- the pace at which a child participates.

We recognise that equality does not mean giving every child exactly the same thing. Some children need something different or additional to enable them to participate successfully.

Where a child needs targeted support, their Key Person will work alongside our SENDCo, parents/carers and, where appropriate, other professionals.

An APDR may identify a small number of meaningful outcomes for the child. These will be incorporated naturally into everyday nursery life rather than making the child feel separate from their peers.

Progress will be regularly reviewed and the support, strategies and approaches we use will be adapted where necessary to reflect your child's changing needs and development. We also work closely with our **Local Authority SEND Inclusion Team**, seeking their advice, guidance and support where appropriate. With parental involvement and consent, they may support us in reviewing provision, identifying appropriate strategies and helping us to ensure that we are meeting your child's individual needs as effectively as possible.

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

Our curriculum is designed to be flexible, inclusive and responsive to the individual children attending Clare House. We recognise that children develop at different rates and in different ways; therefore, we look at where your child is developmentally and adapt our teaching, experiences, environment and expectations to meet their individual needs. Our focus is on building from what your child already knows and can do, recognising their strengths and interests and supporting them to make meaningful progress at a pace that is right for them. We do not expect every child to learn in the same way or at the same pace.

Our practitioners use their knowledge of the child, observations, conversations with families and professional advice to adapt learning opportunities to make them meaningful and accessible.

Our curriculum provides opportunities for:

- communication and language;
- secure relationships;
- physical movement;
- core strength and coordination;
- outdoor learning;
- sensory exploration;
- creativity;
- problem solving;
- emotional development;
- independence;
- friendships and social interaction;
- yoga, relaxation and meditation;
- curiosity; and

- child-led play.

We recognise children's interests as powerful opportunities for learning. Practitioners observe what engages a child and use this knowledge to extend their learning.

For children with SEND, we may break learning into smaller achievable steps, provide additional repetition, use visual or communication support, adapt resources or change the environment.

The aim is not for the child to fit the curriculum; where reasonably possible, **we adapt our approach so that the curriculum is accessible to the child.**

4. How will we know how my child is doing and how will you help me support their learning?

Parents and carers are children's first and most important educators, and we value the knowledge you have about your child.

Communication may take place through:

- Regular conversations with your child's Key Person an appropriate room staff member.
- Tapestry;
- photographs and observations;
- focus-month information;
- All About Me information;
- developmental reviews;
- the Progress Check at Age Two;
- APDR reviews;
- meetings with parents and professionals; and
- our Home & Pre-school Communication Profile where appropriate.

Children generally have two focus months each year. These provide an opportunity for their Key Person to take a closer look at their development, strengths, interests and any areas where additional support may be beneficial.

Where a child has an **Assess, Plan, Do, Review (APDR)** in place, parents/carers will be fully involved in agreeing the outcomes and the support needed to achieve them. APDRs are reviewed regularly with parents/carers, allowing us to discuss the progress your child has made, consider what is working well and identify any areas where further support may be needed. Following each review, existing outcomes may be continued or adapted, and new meaningful and achievable outcomes will be agreed together to support your child's next steps.

We will also suggest realistic ways that learning or development can be supported at home.

Our aim is for nursery and home to work together rather than families feeling that they are simply being told what nursery has decided.

5. What support will there be for my child's overall wellbeing?

A child's wellbeing comes before learning.

Children learn most successfully when they feel safe, secure, understood and connected to the adults caring for them.

Our practitioners focus on developing warm and responsive relationships with children. We use approaches including emotion coaching, co-regulation and sensitive adult support to help children understand and manage their emotions.

We recognise behaviour as a form of communication and will consider what a child's behaviour may be telling us rather than simply focusing on stopping the behaviour.

Some children may need:

- access to quieter spaces, or consideration of whether a different room or environment within Clare House may be better suited to your child's developmental needs.
- movement breaks;
- sensory experiences;
- sensory equipment;
- additional reassurance;
- predictable routines;
- visual communication;
- smaller groups;
- support during transitions; or
- increased adult support.

Any additional support, adaptations or changes will be considered carefully according to your child's individual needs. We will have open and respectful conversations with parents/carers throughout this process, ensuring that you are fully involved, your views are listened to and decisions are made together. We recognise that you know your child best, and your knowledge, wishes and understanding of your child are an important part of our decision-making.

- Personal and intimate care will always be carried out sensitively, respectfully and with regard for the child's dignity and safeguarding.
- Where a child has a medical condition, allergy or healthcare need, appropriate healthcare plans and risk assessments will be developed with parents/carers and relevant professionals where required.
- Staff will receive appropriate training before undertaking specialist medical procedures.

6. What specialist services and expertise can Clare House access?

Sometimes children and families benefit from support beyond the nursery team.

With parents/carers involved, we may work with professionals and services including:

- Health Visitors;

- Somerset Early Years Inclusion/SEND professionals;
- Portage;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Paediatric services;
- GPs;
- educational professionals;
- social care and Early Help services; and
- other specialists involved with the individual child.

Requesting Support from Other Services

There may be times when, through our observations, assessments and discussions with you, we feel that your child or family would benefit from additional advice or support from another professional or service as listed above.

Where this is appropriate, we will discuss our concerns and the reasons for seeking additional support openly with you. We will explain which service we feel may be able to help, what information we would like to share and what we hope the request for support may achieve.

Depending on the type of support required, we may seek advice or make a request for additional support through **Somerset Early Help, the SEN Inclusion Line, or directly to the relevant professional or service**, following the appropriate pathway.

Where parental consent is required, we will obtain this before making a request or sharing information. Parents/carers will be involved in completing the relevant information wherever possible, ensuring that your views, concerns, priorities and hopes for your child are represented as part of the process.

Information shared will be relevant and proportionate to the support being requested and will be handled in accordance with our confidentiality, safeguarding and data protection responsibilities.

Once additional support has been requested, we will continue to work alongside you and, where appropriate, the professionals involved. Any advice, recommendations or strategies received will be considered as part of your child's ongoing provision and may be incorporated into their **Assess, Plan, Do, Review (APDR)** cycle.

Our aim is to create a joined-up approach where **parents/carers, Clare House and other professionals work together around the individual needs of the child and family**.

- Where another professional is already supporting your child, we welcome collaborative working.
- Professionals may visit Clare House to observe a child in their everyday nursery environment, attend meetings or provide advice and strategies.
- We value professional advice and aim to incorporate appropriate recommendations into children's everyday experiences.

7. What training do staff receive to support children with SEND?

Setting SENDCo Team

Viv Cumming – Setting SENDCo

Viv has completed **Level 3 SENDCo training** and has also undertaken **Neuroscience training in understanding children and early brain development**. This knowledge supports Viv in understanding children's individual developmental needs and working alongside practitioners, families and other professionals to ensure appropriate support and strategies are in place.

Viv and Jayne work **collaboratively as part of the SEND leadership at Clare House**, sharing their knowledge, observations and professional experience to help identify and assess children's individual needs. Together, they support Key Persons and room teams to recognise emerging concerns, consider potential barriers to a child's learning and development, and identify appropriate strategies or adaptations.

Where additional needs are identified, Viv and Jayne work together with the child's Key Person and parents/carers to consider the appropriate next steps. This may include beginning an **Assess, Plan, Do, Review (APDR)** cycle, adapting provision, seeking further professional advice or accessing support from other services where appropriate.

Jayne Windsor – Manager and SENDCo Support

Jayne has completed **Calling All New SENDCos (CALLY) training** and has also undertaken **Neuroscience training in understanding children and early brain development**.

As the Setting Manager, Jayne has overall responsibility for coordinating the staff team and ensuring that practitioners have the appropriate **knowledge, training, professional development and support** needed to meet the individual needs of the children in our care. This includes identifying relevant training opportunities, coordinating support across the nursery and helping to ensure that agreed strategies and professional recommendations are understood and consistently implemented by the staff working with the child.

Having SEND knowledge and experience across our management team helps us to provide consistency and shared oversight of SEND provision throughout Clare House.

All of our **Room Leads have completed Neuroscience training in understanding children and early brain development**, helping to embed a shared understanding of children's development, behaviour, emotional regulation and individual needs across the nursery.

We are committed to ensuring that our knowledge and practice continue to develop. **Ongoing CPD is embedded throughout our staff team**, with training identified in response to current guidance, developments in early years practice and, importantly, the individual needs of the children attending Clare House.

We are committed to developing a knowledgeable, reflective and curious staff team.

Where a child has a specific or emerging need, we will consider whether **additional or specialist training** would benefit the practitioners supporting them and seek appropriate professional advice or

training where necessary. This helps us to keep our practice current, reflective and responsive, while ensuring that staff feel knowledgeable and confident in providing consistent support for every child.

Training may include areas such as:

- child development;
- communication and language;
- SEND and inclusive practice;
- safeguarding;
- paediatric first aid;
- emotional wellbeing and regulation;
- sensory development;
- neuroscience and early brain development;
- medical conditions; and
- training relating to an individual child's needs.

Where a child has a specific medical, developmental or additional need, we will seek appropriate guidance or training where required.

Staff are encouraged to reflect upon their practice and consider not only what a child may need to do differently, but also **what we as practitioners or as an environment may need to change**.

8. How will my child be included in outings and activities outside Clare House?

We want all children to have opportunities to participate in the wider experiences available at Clare House.

Outings are carefully planned and risk assessed, taking account of the individual needs of the children attending.

Where a child has SEND, a disability or medical need, we will consider any reasonable adjustments required to enable them to participate safely.

This may include:

- additional adult support;
- different staffing ratios;
- adapted equipment;
- accessible routes;
- communication support;
- medication or medical equipment;
- shorter visits; or
- other individual arrangements.

Where necessary, parents/carers and relevant professionals will be involved in planning.

Our starting point will always be to consider **how we can include the child**, rather than assuming that their needs prevent participation.

9. How accessible is Clare House?

We aim to make our environment as accessible and inclusive as reasonably possible.

Clare House has level access into the main nursery building, wide entrance doors and wheelchair-accessible areas. We have an accessible toilet and a lift providing access to the upper floor.

Our outdoor areas can also be accessed through alternative routes where steps may otherwise present a barrier.

Within the nursery, furniture and resources are generally positioned at children's level to promote independence.

We recognise that accessibility involves much more than physical access.

We will also consider:

- sensory needs;
- lighting and noise;
- communication;
- visual information;
- routines;
- transitions;
- positioning of resources;
- emotional safety; and
- opportunities for children to regulate.

Families of children with additional accessibility requirements are warmly encouraged to visit us so that we can discuss their child's individual needs.

Where reasonable adjustments are required, we will work with families and relevant professionals to identify appropriate solutions.

10. How will Clare House support transitions?

Transitions can be exciting but can also be challenging for young children.

This may include starting nursery, moving between rooms, attending another early years setting or preparing to start school.

Our settling-in process is flexible and based around the individual child.

We normally offer settling-in visits before a child's formal start date. The first visit provides an opportunity for parents/carers to remain with their child and share information with the Key Person.

Some children may need more visits, shorter visits or a slower transition. We will work with families to decide what is appropriate.

When children move between rooms, staff work together to share information and support a gradual introduction wherever appropriate.

Where a child has SEND or additional needs, transition planning may be more detailed and may involve:

- the child's Key Person;
- SENDCo;
- parents/carers;
- the receiving Key Person or teacher;
- school or another setting; and
- other professionals involved with the child.

We welcome visits from receiving schools and settings and will participate in transition meetings where required.

Children's voices, feelings and behaviour will also help us judge how successfully a transition is progressing.

11. How are resources and additional funding used to support children with SEND?

Our everyday nursery provision includes resources and approaches intended to support a wide range of children's needs.

Where a child requires something additional, we will consider what resources, environmental changes or staffing arrangements may support them.

Where appropriate, Clare House may work with parents/carers and relevant professionals to apply for additional SEND or Early Years High Needs Funding.

Where additional funding is awarded, it will be used to support the identified needs and outcomes of the individual child in accordance with the requirements of the funding.

This could include additional staffing support, specialist resources, adaptations or strategies.

We continually evaluate our environment and provision. Where we identify a gap, we will consider how resources or practice can be changed to improve children's access and participation.

12. How is it decided what type and how much support my child will receive?

There is no single package of support that is appropriate for every child.

Decisions are based upon the individual child's strengths, needs, development and the barriers they may be experiencing.

We use observation, assessment, parental knowledge and, where appropriate, professional advice to help determine the level of support required.

Our graduated approach means that support can be increased, reduced or changed depending upon the child's progress and needs.

Through **Assess, Plan, Do and Review**, we will consider:

Assess – What are the child's strengths? What are we concerned about? What may be creating a barrier?

Plan – What would we like to achieve and what support or adaptations could help?

Do – Put the agreed support and strategies into everyday practice.

Review – What difference has the support made? What should we continue, change or explore next?

Parents/carers and the child, in ways appropriate to their age and communication, are central to this process.

Where our existing support is not sufficient, we may seek advice from other professionals or consider whether further assessment, Early Help or additional funding is appropriate.

13. How are parents and carers involved?

Families are an essential part of the Clare House community.

We recognise that parents and carers have knowledge about their child that nobody else has, and this knowledge is extremely valuable when making decisions about their care, learning and development.

We encourage families to:

- speak openly with their Key Person;
- contribute to Tapestry;
- share achievements from home;
- tell us about changes that may affect their child;
- contribute to developmental reviews;
- participate in APDR meetings;
- share their hopes and priorities for their child;
- provide feedback about our provision; and
- ask questions whenever something is unclear.

Where possible, meetings will be arranged at mutually convenient times.

We aim to communicate in a way that is understandable and accessible. Where a family requires additional communication support, we will consider what reasonable arrangements can be made.

Parents should never feel that SEND decisions are being made *about* their child without them.

Our aim is to work **with families**, recognising that the strongest outcomes are usually achieved when children, families, practitioners and professionals work together.

14. Who can I speak to if I need further information?

Your child's **Key Person** is normally your first point of contact for everyday questions about their care, development and learning.

For questions or concerns regarding SEND or additional support, you can speak with our SENDCo or Nursery Manager.

Clare House Nursery

Millfield
Chard
Somerset
TA20 2DA

Email: admin@clarehouse.org.uk

Telephone: 01460 62367

Families can also access independent information, advice and support through Somerset's SEND Local Offer and Somerset SENDIAS.

Our Promise to Children and Families

At Clare House, SEND support is not simply about paperwork, assessments or identifying what a child cannot yet do.

It is about **knowing the child**.

It is about recognising their strengths, understanding their communication, celebrating their individuality and identifying what may be getting in the way of their participation, wellbeing or development.

We will listen to children.

We will listen to families.

We will work with other professionals when additional expertise is needed.

We will reflect upon our own environment and practice.

And wherever reasonably possible, we will make the adaptations needed to enable every child to feel that they **belong at Clare House**.

