

## Local Offer 2020

Local authorities are required to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25. The intention of this local offer is to improve choice and transparency for families. From the Local Offer parents and carers will know what they can reasonably expect from their local area. It will also be a valuable resource for professionals in understanding the range of services and provision in the local area.

As a setting we are committed to using guidance outlined in the SEND Profiles of Need Graduated Response document (September 2019) and use this as our settings resource for different levels of intervention and support that we offer our children and their families.

Please visit the Surrey Local Offer Website for advice from professionals and information to best support your family on [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

### Statement of Intent

At Bell House Nursery we believe that each of our children deserves to reach their full potential and be the very best that they can be. The following document shows a detailed layout of the Policies and Procedures we have in place to make this possible for each individual child that attends our nursery.

Local offer 14 Questions and prompts	Answers
<p>1) <b>How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>There is a notice board in reception for parents to see who is responsible for SEND and this provides an overview for parents to look at and know what the SEND process looks like and who to ask advice from.</p> <p>Prime audits (in relation to Physical Development, Communication and Language Development and Personal, Social and Emotional Development) are completed on each individual child as part of the transition process to the next room.</p> <p>Every term (3 times a year) a nursery cohort is completed on all children to identify if there are any individual children or groups of children that are overachieving or underachieving. These cohorts inform the termly individual summative assessments and termly Parents Evenings to give regular opportunities for key persons to discuss their key childrens progress and highlight any 'risk of delay' for over achieving children in an area/s of development. The online learning journey acts as a working document for the key person to show parents how their child is progressing.</p> <p>Needs of individual children and groups of children are identified and actions put in place. These actions might mean that there may be changes that need to be made to the environment, routine or resources in the room.</p> <p>There may also need to be staff training to help staff to support the child/ren in the room.</p> <p>Parents are informed by the SENCO if a child's underachieving ( at risk of delay) or overachieving and excelling to the point that they need extra provision to be put in place for that individual child.</p> <p>The parents are asked to complete a 'One Page Profile' form, to share the information about their child. The staff encourage parents to take the information with them to their child's 2-year check, with the health visitor. All practitioners communicate with the parents on a daily basis to gain a rapport and keypersons complete termly Summative Assessments to see if there are any gaps in their learning; this is then fed back to the child's Parents/Carers. The keypersons arrange parent consultations to discuss the children's development.</p> <p>The SENCO and key person will meet with the parents to discuss any concerns that the Nursery staff have regarding a child. The key person, SENCO and the parent share concerns, observations and information on the child and talk about possible next stages to support the child's special educational</p>

	<p>needs. The SENCO will complete a SEND Support Plan (SSP), with the child's keyperson, which will state 2-3 targets to help the child's development and a copy of the SSP is given to the parents.</p> <p>The keyperson will discuss a child's concern with the staff and SENCO and do some initial problem solving to put strategies in place to support the child. The keyperson will update prime audits and complete an Ann Locke form which gives the practitioner a clearer picture of the child's overall development. The practitioner will ask the parent to complete an Ann Locke form as well to gain information on the child's development in their home environment.</p> <p>The SEN policy is shared with parents to help and support families and to provide them with the Code of Practice information.</p> <p>Parents are signposted to the Surrey Local Offer website. If the SENCO feels that this would be appropriate, Parents are told about local Children Centres and the services and parent support groups that they provide.</p>
	<p>The SENCO and keyperson will spend time with the parents and arrange specific meetings to discuss the child's progress and look at and review the child's Individual Support Plan targets together.</p> <p>The SENCO will gain information and advice from the South West Surrey SEND advisor (Carol Austyn), where needed, to be able to support a child with their individual needs. The SEND advisor will offer the SENCO support with completing Inclusion grants and Discretionary forms to ensure the child gains as much support as necessary. Where necessary the SEND advisor will visit the setting.</p> <p>Parents are included with all discussions and communication involving the child. We ensure that the transition from one setting to another is as smooth and informed as possible for both the child and parent. The meetings are organised to discuss the child's needs and time for parents to ask questions about the child's transition.</p>
<p><b>2) How will the curriculum be matched to my child's needs?</b></p>	<p>At times it may be necessary for the SEND Advisor to observe the setting and see the children in their environment to ensure the setting is supporting the child's needs as effectively as we can.</p> <p>We ensure that all the children have access to all the activities that are planned for in their environment, through differentiation and a key person's excellent knowledge of their individual key children.</p> <p>The practitioners adapt the environment to meet all the children's needs. The practitioners relate to the children's SSP's daily to ensure that the children's targets can be met, and these are monitored and</p>

	<p>reviewed every 4 weeks and updated every 8 weeks. The SENCO and practitioners review the children's SSP targets together and discuss next steps for the child and plan targets around the child's interests to help the child achieve their targets.</p> <p>When a child starts at Bell House Nursery, an 'All About Me' form is completed at their first settle. This enables us to find out as much as possible about the child before we begin to observe them. We then use our 'Planning Cycle' to plan, assess and record the children's interests for the rooms planning. Next Steps are set for each child based on the EYFS Early Years Outcomes; key people plan individually for their key children based on their targets, interests and their preferred method of learning (Characteristics of Effective Learning).</p> <p>Staff have an excellent understanding of the Intention, Implementation and the Impact the curriculum gives each individual child and we use this approach to reflect all abilities and levels of understanding. Early learning starts from what the children already know and we then acknowledge and observe the children's potential through the activities they are engaged in.</p> <p>Childrens current experiences are considered by the key person and every opportunity is used to make sure that each child reaches their full potential through the curriculum we deliver.</p>
<p><b>3) How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>Each child settles in at their own pace and in their own way and our keyperson approach is individual to the child. This approach allows the trust and the attachment to naturally happen before the child starts attending the setting.</p> <p>When a child starts at Bell House Nursery, we 'baseline' them for 6 weeks; this means we gather lots of evidence in the form of written observations, films, photos and knowledge; and compare to the EYFS Early Years Outcomes. This gives us a starting point as to where the child is at in terms of their development. Every week, Next Steps are set for each individual child alongside spontaneous observations to keep up to date with childrens current interests.</p> <p>Summative Assessments, collate these observations and linking to the EYFS to see where they are in terms of their development.</p> <p>Each family receives a parent consultation from their keyperson every term. If parents are unable to attend a Parents Evening the key person will arrange an alternative meeting which is at a time that</p>

	<p>best suits the family. If a child has additional needs then extra time will be given to go through any SSP and the level of intervention we are currently offering the child and their family.</p> <p>The keyperson discusses the child's development on a regular basis and about the progress that the child has achieved. We involve the parents in the shared record keeping about their children, either formally or informally and ensure all parents have a copy of and access to their child's documents. We provide information about opportunities for parents to become involved in the setting in ways which are accessible to parents.</p>
<p><b>4) What support will there be for my child's overall well-being?</b></p>	<p style="text-align: center;"><b>The Physical and Mental Well-being of our children is an absolute priority to us.</b></p> <p><b><u>Emotional/Mental Well-Being of our children</u></b></p> <p>We ensure that there are times in the daily routines of each room that encourage children to rest and be calm.</p> <p>We have daily yoga exercises and each room has an area that both children and staff know is focussed on taking 'time out' and focussing on the emotional wellbeing of children that need it.</p> <p>The settings 'Golden Rules' and staff's consistent approach to behaviour means that generally the environment and atmosphere is a calm and positive place to be for our children.</p> <p>We have a named Behaviour Management officer (Sophie Low) who co-ordinates the behaviour plans of the setting. Attention to detail is given to the reasons, triggers and times of incidents and also the child's level of understanding.+</p> <p>We use 'Reflection Time' as part of our behaviour management procedures. 'Reflection Time' is a short period of time (1 minute for each year) when a child will be placed in a quieter area of the room, away from the other children, to calm down or think about what has happened. A warning is always given before children are given Reflection Time and when it is finished the adult explains to the child why they had to sit away from the other children. If the child needs to say sorry they will be encouraged to do this and then welcomed back into the group. Children are never left alone during Reflection Time. We are committed to ensuring that the children are cared for in a calm environment. We use a variety of positive behaviour strategies to encourage the children to socialise and play well together and respect, both adults and children and their environment. We believe that challenging behaviour creates a negative learning environment and unwanted behaviour should be addressed immediately and effectively.</p>

	<p><b><u>Physical Well Being of our children</u></b></p> <p>We have a document called a Long Term Medical Care Plan which documents the child’s medical needs. The parents complete the forms with the child’s Room Leader, to ensure that the medication can be administered to the child accurately. We only administer medication to children if it is a long-term illness, for example, asthma, eczema, if a child has an allergy or if the child requires medication to help with any other medical condition that has been reaffirmed by a doctor or other Health Professional.</p> <p>Parents are asked that they provide any updates or amendments with their child’s care plan either in person or via email, to confirm any changes. Parents will then be asked to write these changes, sign and date when those changes will take place.</p> <p>6 monthly reviews are also completed and Parents are asked to update their child’s individual Care Plan, regardless of whether there have been any changes.</p> <p>All staff read and sign that they understand the individual needs of the child and adjust the care that they give that child, accordingly.</p> <p>We record when the child received the medication and the member of staff who administered it signs the form, along with a witness and the parent upon collection.</p>
<p><b>5) What specialist services and expertise are available at or accessed by the nursery?</b></p>	<p>The Surrey Local Offer can be accessed by the setting to access information and relevant documents to complete for various agencies. This acts as a central access point for settings and the Families of individual children. It is current and updated on a regular basis and works effectively alongside the cluster meetings that the SENCO attends.</p> <p>We would also access information and contact the Specialist Early Education Service (SEES) This is a newer collaboration of Portage and Local Early Autism Programme (LEAP) for children aged 3 years and older, teams came together and expanded to form the Specialist Early Education Service (SEES). This new team will continue to be part of the Educational Psychology Service and is be made up of an experienced, skilled and highly trained team of teachers and specialist support workers. Specialist Early Education Service (SEES) offers support to families with children aged 0 - 5 with a range of additional needs and offers a variety of programmes including: Portage, LEAP, Positive Play, PAT-P</p>

	<p>and a number of specialist groups. The team work closely with parents and carers, and often key staff in nurseries and pre-schools, to develop a personalised plan for each child which includes individual targets linked to developmentally appropriate activities. These are drawn from a range of evidenced based strategies and approaches such as SCERTS, emotion coaching, Attention Autism, PECS, etc. The SEES team have close links with local health professionals, especially Speech and Language and Occupational Therapy Services ensuring that each child's programme is well co-ordinated and holistic.</p> <p>The Lead SENCO attends regular cluster meetings to maintain current and relevant changes to the service we provide. These changes are fed back to all staff through Room Meetings and INSET day training.</p> <p>When a parent completes a 'Request for Support' form the SENCO can access further support from other professionals.</p> <p>When parental permission has been given the SENCO has direct contact details of our Senior SEND Advisor. Carol Austyn is an experienced and consistent contact if the SENCO requires any guidance on individual children.</p> <p>If the SENCO and family decides to make a referral, several professional agencies can be contacted and can be relevant to the physical or mental well-being of a child.</p> <p>All referrals are made through the 'One Stop' contact, a central system that is used by all early years provision as a single point of contact. This initial referral is assessed by the team to see where and which professional it needs to go. We have regular meetings to discuss individual children's needs and how practitioners can support these children further. We have regular communication with Occupational Therapists, Advisors for children with hearing and vision concerns and our SEND advisor offers their expertise and knowledge to practitioners regarding specific children's needs. We have 2 SENCO's in the setting and there is 1 member of staff with Code of Practice training who is the SENCO for the childcare facility.</p> <p>We arrange multi-disciplinary meetings and Team around the Family meetings which allow all professionals, working with the family, to come together and discuss the child's needs with the family.</p>
<p><b>6) What training are the staff supporting children with SEND had or are having?</b></p>	<p>As part of the induction process all staff are required to complete an online SEND course. This gives our staff a better understanding of identifying any additional needs of their key children and knowing what agencies are available to offer support.</p>

	<p>At induction all staff members are made aware of who the Lead SENCO and Deputy SENCO of the setting is. All key persons know the SEN Process that we specifically follow at the nursery and what each stage is.</p> <p>All staff are given training on the Graduated Response Document that is specifically used for Surrey's approach to supporting children and their families with additional needs.</p> <p>The SENCO is responsible for making sure that all staff are aware of individual childrens needs. This is made possible by the SENCO delivering inhouse training to the staff, through Room Meetings, General Staff Meetings and the annual INSET day.</p> <p>If a child's needs are more complex and more specific training is required, then relevant training for all staff working directly with that child are fully informed and know how and what is expected of them in order to provide the best possible care and outcome for that child.</p> <p>The SENCO for the Nursery attends the SEN forums every half term to gain up to date knowledge and information on SEN within the Surrey area and Nationwide.</p>
<p><b>7) How will my child be included in activities outside the classroom including school trips?</b></p>	<p>As part of the children's learning and development the practitioners organise outings for the children. We have our own Outings policy which includes children with special educational needs within all outings. The staff plan for additional help for the outing to ensure all children receive the same experience from the outing. We complete risk assessments and visit the place beforehand to ensure the outing is suitable for all of our children and that each child can access and take part in the experience.</p> <p>We take the children's medical information with us on the trip and talk to the parents beforehand about the outing to ensure that the parents feel involved in the planning of the trip. The ratios of the children are planned for before the time of the trip and staff deployment is thought through to ensure each child is assigned to a familiar adult.</p>
<p><b>8) How accessible is the nursery environment?</b></p>	<p>The setting's layout ensures that all parents are accessible to the Nursery rooms to allow all parents to feel part of the setting. We ensure that the children's languages are displayed with the words that the children use within their own family language. The practitioners and key persons develop their own individual ways of communicating with parents with EAL. We use lots of pictures and visual prompts</p>

	<p>for parents, and, if necessary a communication home to allow other members of the family to read the information to each other.</p> <p>We use photos in a variety of different ways to help communication, for example, the children's routine, family and home photos and photos in a book form.</p> <p>We have an open door policy which allows parents the opportunity to come in to the Nursery rooms to see and play with their children throughout the child's day/session.</p> <p>We apply for extra funding to support the individual needs of the children to ensure we are giving each child the same quality care and education within the Childcare facility.</p> <p>The staff plan specific activities for each child on the days they attend to meet, monitor and observe the child with their SSP targets. The practitioners ensure that displays are visual, for everybody, by using more pictures and photos than words.</p>
<p>9) <b>How will the nursery prepare and support my child to join the setting/transfer to a new setting / school or the next stage of education and life?</b></p>	<p><i>As a nursery our ethos with regards to transition is <b>'Ask not if that child is ready for their new setting but if that new setting is ready for that child'</b></i></p> <p>Our Transition policy states, It is our aim to help every child make a smooth transition, with their next stage in development and for the child and their parents to feel confident to make the appropriate steps forward.</p> <p>We ensure <b>external</b> and <b>internal</b> transitions are coordinated to focus on each individual child and their needs.</p> <p><b>Internal Transitions</b></p> <p>The Nursery staff have worked hard to ensure each child has a smooth transition throughout the Nursery. Children attending the setting can potentially transition through the rooms 3 times and every step is taken to ensure the child's interests and well-being are met and exceeded.</p> <p>Parents are given a letter outlining the settling in sessions and when and who will be involved. For example a parent may drop off in their old room and be picked up by the parent in their new room at the end of the day.</p>

The Parents are given a 'show around' of their child's new room and are introduced to the child's new key person and the rest of the team. This is also used as an opportunity for parents to discuss their child's individual needs and how the staff can best support them.

The daily routine of the room is also explained to parents and a hand out is also given to the parent to highlight any additional items they may need to bring in or changes in their children's existing routine that needs to be explained.( Examples of this might children beginning to use a knife and fork at mealtimes, water bottles or P.E kits being provided or a different reward system that is in place in the room.

Prime audits are updated by the current key person and then explained to the new keyperson about the child's individual progress. Completing Prime Audits at this time also show the new keyperson what the child is capable of an not necessarily what the child displays when they move through to the next room. We understand that children can often digress with their development when they are getting used to a new environment and unfamiliar adults and peers and completing prime audits at this time demonstrates the child's progress most realistically.

The new key person then visits the child in their current room to have a play session with them. This creates an opportunity for the new key person to start building a close bond with the child.

The child then comes to their new room to meet the new key person again. Activites based on the child's individual interests are planned so that the child is encouraged to join in.

We organise transition meetings with different health professionals and Teachers, Teaching Assistants and SEN assistants to ensure the children's development, care and learning are all taken in to account to ensure continuity. We offer and support the key person and SENCO to visit the new setting to discuss the child's additional needs and look at the specific concerns that the key person has regarding the child's learning and development. The SENCO will arrange a review meeting, to include the child's new key person, to discuss SSP's (SEND Support Plans) and other relevant information and paper work regarding the child's additional needs. By staff visiting the new setting with the parent it allows the practitioner to see if the next setting will meet the child's needs. The child's key person will complete a transfer form to include a summary of the child's learning and development throughout the EYFS (Early Years Foundation Stage). The transfer form will state the child's next steps, for the new setting to see the child's stage of development. A 'From you to me' form is also completed for the receiving key person to really understand more personal preferences i.e. how the child sleeps.

<p><b>10) How are the nursery's resources allocated and matched to children's special educational needs?</b></p>	<p>The setting applies for funding to ensure that every child's needs are supported whilst they are attending Bell House Nursery. The funding is then used for accessing specific resources, activities or gaining additional staffing for certain times of the child's routine.</p> <p>Staff have undergone specific training to gain knowledge and information on a subject. We ensure that each child receives the extra support they need for their development. Practitioners share their knowledge from the training day with other members of staff to ensure all the child's . To ensure we respond quickly to children's additional needs we have put in place systems which allow for early identification and intervention in consultation with parents. We are committed to providing each child with the very best in Early Years experiences and actively invest time and funding for staff development and training.</p>
<p><b>11) How is the decision made about what type and how much support my child will receive?</b></p>	<p>We work effectively with parents, informing them of any concerns, valuing their views and contributions, keeping them involved always in their child's learning and development.</p> <p>We work closely with parents in the identification, assessment and provision for their child's additional needs. Practitioners communicate with parents daily to ensure that the child's needs are met throughout their day and for continuity. We actively seek to build links with other services and provisions within our area especially those working with a child with identified SEN. The Childcare Coordinator plans meetings with professionals and parents to share observations, concerns and discuss the development of the child. The practitioner working day-to-day with the child and the SENCO are provided with advice and support from outside specialists. If a child is showing signs of needing support the keyperson and the SENCO will observe the child and discuss their observations with the parents. The practitioners work towards the children's targets and monitor the child's achievements and goals and with communication with parents, and Early Support Advisor, decisions will be discussed as to the next stage of how to support the child further. The parents are involved throughout the entire process as the parents input is the most crucial to gain a picture of the child's development.</p>
<p><b>12) How are parents involved in the nursery? How can I be involved?</b></p>	<p>The involvement of parents is crucial to Bell House Nursery and when we plan any new service, activity or provision we seek the views of parents and other users of the nursery as part of an ongoing consultation process.</p> <p>We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. We communicate through access to written information and through regular informal communication, we inform all parents about how the Nursery is run and our</p>

	<p>policies. We check to ensure parents understand the information which is given to them. We encourage and support parents to play an active part in the decision making of the Nursery by sharing plans, letters, questionnaires/Surveys, weekly newsletters, emails, talking, parents board, parent consultations and meetings. We inform all parents on a regular basis about their children's progress. We involve parents in the shared record keeping about their children — either formally or informally — and ensure parents have access to their children's written records, Learning Journeys. We see the parent's views as vital for the day to day running of Bell House Nursery. This one to one time with the parents is essential for the trust between the parent and the practitioner. We work closely with other agencies and they are always available for us to talk to them or for the parents to discuss matter with them.</p>
<p><b>14) Who can I contact for further information?</b></p>	<p>The parent's first initial contact is the child's keyperson as this practitioner knows the child the most. There is a Room lead in each room at any time of the day. These members of the team are the parent's second point of call. The SENCO is always available to talk and listen to parent's views, concerns and to offer advice and information about services within the Local Area. Practitioners are always on hand to signpost parents to services which use our nursery on a regular basis. By having professionals in the nursery, we find that parents can access services that might not be accessible to them near their home. We have a strong management team who operate an open-door policy; and available to answer any questions parents/carers may have whether it be face to face, over the phone or by email.</p>

