



LOCAL OFFER: Sunshine Day Nursery

<p>1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?</p>	<p>At Sunshine Day Nursery your child's key person is responsible for the ongoing assessment of their individual learning journey. The key persons role is to develop trusting, sensitive relationships with children and parents to enable respectful sharing of information. The key person and the settings SENDCo (special educational needs and/or disabilities coordinator) liaise regularly to discuss any children who may require additional support. If we feel that your child may be in need of additional support then we will liaise with you and observe your child for 6 weeks so we have enough information to show we have worked alongside your child, giving them the support they require. After the 6 weeks we will talk you through the observations and talk about their next steps together. The SENDCo will then complete an Individual Plan, with the key person and parent, which are tailored to the additional needs of the child.</p> <p>If outside agency support is required, then parents are consulted, permission is requested and the SENDCo will start the referral process to the relevant outside agency. This may include the Integrated front door, Community Speech and Language Therapy or the Local Health visiting team. We would also contact our childcare advisor who can visit us in</p>
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	<p>the setting and offer us advice on the child in question and their views of where to go next. They are then also able to refer the child to SEND Under 5. This is a team of professionals who discuss the child's needs, plan, and assess what next steps are best for the child.</p> <p>If you have any concerns about your child's development you can ask for time to discuss this in private with your child's key person, the SENCo and/or the nursery Manager.</p>
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<p>2. How will early years setting staff support my child?</p>	<p>At Sunshine Day Nursery all of our children are entitled to high quality teaching and learning.</p> <p>On induction to the setting the SENCo, key person and parents will share information about the strengths and needs of the child. If additional support is needed to enable the child to progress across the EYFS (Early years foundation stage), then parents/carers will be invited to attend a meeting at the setting.</p> <p>A One Page Profile and an Individual Plan (IP) will be created alongside and shared with parents/carers. This plan will detail what sort of provision is in place, what the expected outcome is, who is providing it and for how long. The setting and the parents/carers can work together in line with the plan to ensure the best possible outcome for the individual child. We very much focus on co-production at Sunshine Day nursery and want both the child and parents to feel supported and play a part in their development.</p>
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	<p>Observations, assessments, evaluations and listening all contribute to this plan, we will listen to your input as well as your child's. The SENDCo and your child's key person will work together to identify needs and plan next steps, the SENDCo will also be available to access additional support such as, SALT (Speech and language therapy) and explain to you who may be involved in your child's learning and development.</p>
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<p>3. How will the curriculum be matched to my child's needs?</p>	<p>All practitioners at Sunshine Day Nursery are provided with key information and are aware of the needs of their individual key children. This assists in the planning of future learning and development within the EYFS framework to ensure that all children are able to make progress.</p> <p>Many of our staff have received additional training and have a wealth of knowledge and experience in supporting children with SEND. If, for example, a child has speech, language and communication needs, practitioners will use simplified language & visual aids such as pictures and visual timetables, as well as Makaton signing in order to support them & help them to learn new vocabulary.</p>
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<p>4. How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Your child's key person will be making regular observations and assessment of your child, these are all recorded via I connect which parent's/carers are able to access their own child's information. Progress updates are updated regularly throughout the year and individual planning (including IP's) are monitored and reviewed on a 6 weekly basis. We will ask for the parent/carers input when writing individual planning and will also provide you with copies of IP's to work with at home.</p>
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	<p>If additional support has been requested, then there will also be termly meetings with the SENDCo and the Early Years Childcare Advisor. You will be kept up to date with any appointments via letter and the nursery will usually receive the same letter so we can liaise together before the appointment, the SENDCo will always be happy to attend any meeting regarding your child based on their availability.</p>
<p>5. What support will there be for my child's overall well-being?</p>	<p>The staff have an inclusive, positive and welcoming approach to all. On entry to the setting, we will provide parents with the admissions policy, safeguarding policy and SEND (special educational needs and/or disability) code of practice.</p> <p>On settling in session parents/carers are given the opportunity to discuss with staff, information about their child to help get to know them better.</p> <p>We use visual timetables to support children in understanding routine and older children are supported in managing their own personal care.</p> <p>We try and prepare children for the future by helping to develop their personal, social and emotional skills and give them a joy for learning. We see these skills as being fundamental building blocks for the children to be able to become independent learners in the EYFS and throughout their lifelong learning.</p>
<p>6. What specialist services and expertise are available or accessed by the early years setting?</p>	<p>Many of the staff at Sunshine Day Nursery are trained to work in specialist areas of special educational needs and/or disabilities. We encourage our staff to continually update their skills and knowledge and attend regular in-house training, online training via noodle now, as well as training courses run within the county.</p> <p>In 2022 we gained the Millie's Mark accreditation. We are one of only a few local nurseries who hold this award. Millie's Mark is an exceptional award for us to achieve as a setting as it shows that we exceed the</p>

	<p>minimum requirements set by Ofsted in keeping children safe when delivering first aid. At Sunshine not only do all of our staff hold a full and relevant first aid certificate but we also spend time building up staffs confidence to be able to provide quality first aid should anybody need it.</p>
<p>7. What training do staff, supporting children with SEND have, or having.</p>	<p>All of the staff at Sunshine Day Nursery are qualified or working towards qualifications in Child Care.</p> <p>Muscular Dystrophy - NHS (some staff) Bereavement Training - NHS (Management and SENDCO) Spina Bifida & Hydrocephalus - NHS/SHINE (some staff) Paediatric First Aid – Tigerlily (All staff) Catheterisation Training - NHS Community Nurses (Some staff) One page profile training- SENDCO Co-production within the setting- SENDCO Hearing Aid Training - NHS (Some staff) Supporting children with hearing impediments (Some staff) Behaviour management training – Inhouse (Most/All Staff) SENCO and INCO training- (SENCO/ Manager) Administering BUCCOLAM Training – NHS (management, SENCO, some other staff)</p> <p>Noodle Now Training online offer a wide range of courses for staff. Listed below are the ones relevant to children with SEND/additional needs.</p> <p>SEN (SENDCO and some other staff) Speech and Language (SENDCO and some other staff) Supporting Downs Syndrome (SENDCO and some other staff) Understanding children’s emotions (SENDCO and some other staff) Awareness of sign language (SENDCO and some other staff) Autism and ADHD in girls (SENDCO and some other staff) English as an additional language (SENDCO and some other staff) Understanding Autism (SENDCO and some other staff)</p>

	<p>WSCC also provide a training portal, if we feel a child has need that requires additional training we are always happy for staff to attend and complete it.</p>
<p>8. How will my child be included in activities outside the early years setting, including outings?</p>	<p>We promote the involvement of all children in all aspects of the EYFS, including trips away from the setting. Parents/carers are consulted and involved in any trips away from the setting and thorough risk assessments are completed with safety and access being considered prior to the activity taking place. We have an outings policy which all staff will follow & adhere to.</p>
<p>9. How accessible is the early years setting environment? (Indoors and outdoors)</p>	<p>We respect and value diversity in our setting and do our very best to meet the needs of all our children and their families. We welcome families whom have English as an additional language and are happy to provide nursery information and policies in their home language. We have bilingual signs and posters around the setting and we encourage children to talk about and bring in things to show from their home lives. We also provide EAL (English as an additional language) profiles upon entry.</p> <p>Our building and gardens are accessible with toilets and changing facilities located on the ground floor with access for all. There is accessible parking opposite. (free before 9am)</p> <p>We have access to the local toy library and are able to provide sensory play equipment as well as visual aids.</p>
<p>10. How will the early years setting prepare and support my child to join the early years setting or transfer to a new setting/school?</p>	<p>At Sunshine Day Nursery we invest our time in the transition process. We ask the parents/carers of new children to complete all about me forms & each child will attend the setting for a minimum of 3 settling in</p>

	<p>periods where they will get to meet and build up a trusting relationship with their individual key person.</p> <p>In the summer term, prior to the new academic year, staff from feeder schools will visit the setting to introduce themselves and get to know the children. The SENDCo and key person will make sure that all relevant information is up to date and passed on to the relevant people.</p> <p>Transition meetings are arranged between the SENDCo of the school, SENDCo of the nursery and the parents of the child to ensure a smooth transition between the two.</p>
<p>11. How are the early years setting's resources allocated and matched to children's special educational needs?</p>	<p>Inclusion funding, additional funding and 2 year old funding can be applied for in order to support the child being included in the setting. Dedicated budgets will be used to provide additional resources/staff or to adapt existing resources.</p> <p>Some children would be eligible for EYPP (Early Years Pupil Premium) this is a small amount of money allocated to eligible children to help close the gap in their learning.</p>
<p>12. How is the decision made about what type and how much support my child will receive?</p>	<p>These decisions are monitored through observation, assessment and planning and then made by the key person and SENDCo and discussed with the parents/carers making sure co-production is promoted at all times.</p> <p>Observations and assessments linked to the EYFS will be used to identify what support the individual child requires. If necessary, extra support will be put in place with the aim of enabling the child to become independent within the environment.</p> <p>The SENDCo will advise on the process of applying for extra support.</p>

<p>The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from healthcare professionals or others working with the child and family will be used to plan support within the setting.</p>
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<p>13. How are parents involved in the early years setting/How can I be involved?</p>	<p>At Sunshine Day Nursery we regularly involve parents/carers in their child's learning.</p> <p>We operate an open door policy to allow for a two way dialogue to occur between staff and parents.</p> <p>We host parents evenings twice a year, where parents/carers are invited to come into the setting to discuss their child's progress and development with their individual key person.</p> <p>We send out regular updates via email to keep parents/carers up to date with any changes/news within the setting, these newsletters are available in formats which are accessible to all. We also send out monthly unit news letters to keep parents informed as to what is happening in their child's room that month.</p> <p>We invite parents/carers to stay and play sessions as well as regular charity events, summer fayres, Christmas parties and leaver's parties.</p> <p>Parents/carers have the opportunity to speak with the child's key person on a daily basis and day care diaries are provided with information on your child's day.</p>
<p>14. Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's key person.</p> <p>Further information and support can be obtained from the settings SENDCo and Nursery Manager.</p> <p>More information and contact details can be found on our settings website.</p> <p>Visits to the setting can be arranged to meet with the relevant staff member.</p>