



Special Educational Needs and Disability (SEND)

Local Offer

Vision Statement:

Our nursery believes that all pupils should be able to make the best possible progress within their developmental stages and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of our nursery life.

How do the staff at White Hall Academy Nursery know if children who attend are in need of extra help and what should parents do if they think their child may have SEND?

White Hall Academy Nursery prides itself on its warm and welcoming atmosphere and the relationships that practitioners build with the children and their families.

From the first day that children join White Hall Academy Nursery they are given a designated key person, who will work closely with parents/carers to ensure the child is given the best possible care and support for their development.

The staff at our setting understand that the early identification of any additional need that a child may have been vital in order to give them the appropriate and effective support that they may need.

Observational assessments are carried out by the child's key person in accordance with the EYFS curriculum. This is then linked to the development matters observational check points to assess and identify a child's individual needs.

White Hall Academy Nursery has a trained Special Education Needs Co-ordinator (SENCO) Mrs Alison Cole, who will work closely with all staff to provide advice and support on a regular basis.

With parental consent our SENCO will liaise with outside professionals, gathering reports and arranging visits for the child if necessary. Our SENCO also works in conjunction with SEND Operations and Inclusion Partners sharing information, receiving Early Years training and seeking support and advice when needed.

Our school SENCO, Mrs Pearce, has up to date Code of Practice training and often attends other courses related to SEND. The knowledge gained at these courses will then be cascaded by way of inhouse training to the practitioners in the setting/school by the SENCO and Nursery SENCO, Teacher, Mrs Alison Cole.





At the end of the nursery year there is a smooth transition to Reception when information is shared with Reception SENCO, Mrs Louise Warland. She works closely with the two SENCOs within the Academy to ensure a smooth transition into year 1 and that our parent partnership continues to give the best support to the child.

Children are screened using Wellcomm to see how best we can support their communication development.

What kind of Special Educational Needs and Disabilities (SEND) are provided for and how does White Hall Academy Nursery support young children with SEND?

A child has SEND where their learning difficulty or disability calls for special education provision, which is provision **different from or additional to** that normally available to children of the same age. We use the EYFS 'Ordinarily available' Essex County Council document for quality first teaching and targeted support through scaffolding and adaptive teaching.

There are four broad areas of special education needs and provision which are:

-  Communication and interaction.
-  Cognition and learning
-  Social, mental and emotional health
-  Sensory and/or physical

As part of the induction to our Nursery we offer taster sessions to ensure that the transition from home to nursery is as smooth and stress free as possible. The taster session is offered so that both parent/carer and child can spend time together at the setting playing and getting to know the staff. During the taster session you will be introduced to your child's key person who will gather important information regarding your child using our "All About Me" information pack.

Mrs Cole, our Early Years SENCO, works closely with the Key Staff to ensure that new children's information is shared and if parents have any concerns or SEND information in relation to their child already, it can be given to our SENCO to enable her to support the child and the family as soon as they start at the Nursery.

Our SENCO meets with the staff on a regular basis to share information and support both the Key Person and family. She is also available to speak to families or arrange meetings to be able to discuss the children further.







As a parent/carer you will be involved in planning and reviewing your child's SEN Personal Support Plan (this includes a detailed account of the area they are being supported in, what the intervention or support will be and who will be supporting your child along with your child's key person. All Children with SEND have a one-page profile detailing their likes, dislikes, behavioural needs and how they need support. These are available for all staff within the setting working closely with them.

These are reviewed on a termly basis and are available for all staff to access within the Nursery. Our SENCO will also be available for these reviews to discuss the provision for your child. We also liaise with all outside professionals and invite them into the setting as and when needed.

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

Your child's key person will collate information to help plan and support your individual child's needs.

We complete:

-  "All About Me" booklet
-  Home visits. (By arrangement)
-  Baseline tests – using developmental descriptors and observational check points.
-  Two-year-old checks
-  A range of observations
-  Tracking grids (tracking progress across all seven areas of development)

White Hall Academy Nursery prides itself on parent partnership and parents are encouraged to communicate freely with staff. Additionally, informal meetings can be arranged with your child's key person for a more in-depth discussion. Your child's key person will also initiate meetings to discuss assessment strategies such as tracking grids and the two-year-old check. If there are any concerns that you may wish to share at these meetings with Mrs Cole, she will be happy to attend.

How do, White Hall Academy Nursery create learning and development opportunities for individual children with SEND?

At White Hall Academy Nursery, we create a fun, safe and inclusive environment for every child's individual learning and development.

For the children who have been identified with SEND, we take targets and strategies from the child's Personal Support Plan and add them to our weekly planning. The planning is in place to ensure a range of activities, experiences and opportunities both indoors and out allowing each child's needs to be met.

We use both planning in the moment for maximum engagement and objective-led planning, which can be 1-1, small group or whole group. Planning for the children's next steps is taken from previous observations and assessments which are then worked on throughout their sessions and recorded through various forms of media e.g. Class Dojo Learning Journal, on-going records of outcomes attached to the Personal Support Plan.

When your child joins White Hall Academy Nursery, his or her key person will create a profile on our on-line Learning Journal (Class Dojo) which collates observations, photos, videos and craft they have created. These Learning Journals stay with the child throughout their time at the nursery and are available for viewing at all times at home once you have been set up by the Key Person on the Class Dojo system. We actively encourage parents/carers to look at their child's Learning Journal (Portfolio) at home and add any photos or information they wish from home and out and about. We also use class dojo as a parent/carer communication tool and individual emails as appropriate.

All staff are trained to listen to the children's needs and put their interests and emotions first and foremost. Confidentiality is paramount and any discussion with your key person, SENCO's or management team regarding your child's development would be carried out in a private and secure place.

At the setting we offer a Sensory shed and sensory cosy corner's, these are available for the Key Person to use with your child during the day. If your child requires specialist equipment, our SENCO will liaise with you and the relevant external agency to ensure that this is available to the setting. In addition, any resources which we feel the child will benefit from and help support their learning and development are gathered from outside professionals by the Key Persons or our SENCO if needed.

The Staff at White Hall Academy Nursery attend regular training for the four key areas of SEND and have qualifications in the following:

- ✚ Elklan
- ✚ Autism Awareness and Attention Autism
- ✚ Code of Practice
- ✚ Level 3 SEND
- ✚ Intensive interaction training
- ✚ Visual Training
- ✚ PECS Training

How do White Hall Academy Nursery work in partnership with parents/carers?

White Hall Academy Nursery values its parent partnership and feels it is vital to establish a trusting and supportive relationship with the families of the children we support in their development and introduction to learning.

Daily interactions create the foundation of the home/setting relationship with practitioners sharing information and regular updates on children's learning and development progress.

As part of our parent partnership, we offer training on-site for various Adult Learning and Positive Parenting courses and information and leaflets regarding courses for parents/carers to attend are shared on Class Dojo on Class and School Story including Eys Step by Step and the MAZE course and Trauma Informed Practice for parents.

Nursery practitioners and our SENCO are available to be contacted via telephone or email during the day and parents/carers are welcome and encouraged to telephone/email us if necessary.

How is the wellbeing of young children with SEND supported?

Here at White Hall Academy Nursery general risk assessments and health care plans are completed and in place to ensure children's safety whilst at nursery. If we feel a specific child with SEND is at an additional risk,



we will complete individual risk assessments and health care plans to ensure their safety and overall well-being.

There is a locked medicine cabinet which is positioned out of children's reach to provide a safe area for storage as well as first aid kits within the medical room which are always fully stocked and available at all times. There is also a lockable fridge for authorised medication.

We have a designated nappy changing area; this is cleaned throughout the sessions and have safe high units to change the children on. When changing a nappy, we use aprons, gloves and nappy sacks, all of which are disposed of in a designated bin daily. We also have child sized toilets within the setting, which are also cleaned on a regular basis.

Although we fully encourage independence children will be monitored when using the toilets. If your child requires the use of the nappy changing area, they will be taken by their key person to the nappy changing facility to be changed privately and safely.

We have a member of staff who is trained and experienced in behaviour management. Mrs Cole is available for any advice or training if needed. All staff are trained in trauma perceptive practice. At the White Hall Academy Nursery, we pride ourselves on encouraging positive behaviour in a very supportive manner. We use lots of positive, relational language and sensory support to help regulate children's behaviour, as appropriate. We also have a range of story books which reflect positive behaviour and emotions in a fun and interactive way.

We have two designated Safeguarding Leads in the school and 2 deputies. We also ensure that all staff have completed safeguarding training in line with the Academy staff. All of the practitioners within the setting are fully aware of the safeguarding procedures in place and are aware of whom to report any concerns or disclosures to.

Our SENCO and key persons have close contact with outside specialists and professionals involved in a child's life and they are invited to visit the children within the nursery in order work closely with our team to best meet the child's individual needs.

We have a range of supporting specialists including Inclusion Partners, Health Visitors, Speech and Language Therapists, Health Care Service Team, EY Advisors and Family Support Key Workers (EC & FWs).

Is White Hall Academy Nursery a fully accessible environment?

Both entrances to our setting are fully wheelchair accessible and there are wide opening doorways within the nursery.



How will my child be supported with transition going forward?

Mrs Cole is responsible for monitoring the progress and additional support for all of the SEND children within Nursery and it is her role to ensure that all information concerning an individual child with SEND is passed to Mrs Louise Warland, the reception SENCO. Once the child is in Reception, Mrs Warland will continue to support the child. However, should the child be transferring to another Early Years setting or school, Mrs Cole will liaise with the new setting/school and their SENCO.

If a child is deemed to require an EHCP needs assessment Mrs Cole, in liaison with parents & other professionals will request one.

We hope that you have found this information regarding how we support children with SEND in our Nursery helpful, but should you wish to discuss this in further detail, you contact Mrs Alison Cole (Nursery SENCO) or on 01255 422825.