

# Mulberry Bush Day Nursery

## Local Offer



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### 1. What is the ETHOS of Mulberry Bush Day Nursery regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

#### Mulberry Vision Statement

**We Care:** A place home from home; where we smile, laugh and play together. We strive to make your family feel welcomed, truly valued and part of our Mulberry family.

**We Value:** We value every child's voice and offer them the opportunity to structure their own play and environment with supportive adults on hand to support at every stage.

**We Challenge:** We strive to make the environment a comfortable place for children to feel confident when developing new skills and key staff are there to challenge new thinking, introduce new ideas and work on what we are good at.

At Mulberry Bush we support all children to develop to their full potential, be successful learners, confident individuals and responsible citizens regardless of any Special Educational Need.

### 2. The following policies are accessible in our policy folder, please see a staff member if you require a copy:

- SEND Information
- Positive Behaviour
- Health and Safety Policy and Procedure
- Child Protection Policy
- Safeguarding Children
- Inclusion Policy
- Social & Emotional Policy

### **3. Regular nursery numbers & Staff/Child ratios:**

0-2's 1-3 ratio

2-3's 1-4 ratio

3-5's 1-8 ratio

Children on roll: 80

Children with SEND: 12

Children with an Education, Health & Care Plan (EHCP): 0

### **4. How do we: Identify & assess children with SEND?**

At Mulberry Bush we have a responsibility to assess and identify any child with SEND. Key staff will complete detailed observations and assessment of all children, from these if an area of need is highlighted, key staff will discuss this with the nursery SENCO and the child's parents.

If an area of need is highlighted an early identification process will begin with parents consent and appropriate outside agencies will be contacted such as Speech and Language Therapist etc. We will follow a **graduated approach** of assess, plan, do, review: for more detailed information the SEND policy is available to read.

The graduated approach will allow us and families to work closely together to put appropriate interventions in place; supporting the child's individual needs, achieving the best possible outcome for the child and their family.

#### **Identify level of SEND Support**

The type of SEND support we give to each child will be tailored to the child's individual need. We differentiate activities to make them accessible of all and achieve the best possible outcome for each individual child.

Key staff are responsible for the planning and carrying out any interventions, which have been put in place.

We work closely with outside agencies involved with our child and families; if recommendations and targets are made we will add these to the child's plan and adapting the environment if necessary.

#### **How do we: Evaluate the effectiveness of provision for Children with SEND?**

The SENCO will monitor the effectiveness of the provision through, reviews with key staff, reviewing child's targets, TAF meetings, monitoring the children learning journals, observations on staff, discussions with parents and feedback from other professionals.

#### **How do we: Assess and review progress of Children with SEND?**

Every child's progress is assessed half termly (or sooner if needed). Key staff along with the SENCO will discuss individual targets set; early identification & APDRs will be updated with

next steps. Parents will be involved in the whole process and changes will be made if necessary.

TAF meetings are planned for termly to discuss child's progress and next steps put in place. Invitations are sent to all professionals involved with the child and family, to ensure all key staff are working to a cohesive program.

At any point if the child needs extra support key staff will discuss this with the SENCO and adaptations to the child's SEND provision will be evaluated.

## **5. What are the different types of support available for Children with SEND in our nursery?**

The support given to children will depend on the child's individual needs and requirements. The SENCO will refer to HCC early years inclusion team for additional funding if this is required.

HCC early years inclusion team will decide which area of support will be needed for the setting, family and child and may refer to other agencies if needed. The setting will be given additional support funding for the child to assist them in the areas needed such as:

- Small group work
- Enhanced ratios
- Individual support
- Implementation of Speech and Language communication plans
- Friendships groups
- Communication and interaction programs
- Outside agencies may visit the setting (other professionals)
- Additional training

## **6. How will our nursery ensure ALL staff are aware and understand a child's SEND?**

All staff are aware of all children with SEND, we hold regular staff meetings where we discuss all our children, we speak to parents, undertake regular training and planning. Children who have been identified as having an additional need will have a **one-page profile**, which is unique to the individual child, showing staff or other professionals at a glance how to effectively support the child in the nursery. This is kept in the child's individual SEND folder; parents are welcome to see this at any point.

## **7. How will our nursery let a parent/carer know if they have any concerns about their Child's learning?**

We pride ourselves on having excellent relationships with our families. We inform parents at every stage of their child's development regardless of any SEND requirements. Key staff will inform parents if we feel extra support is needed at any stage of the child's journey through nursery. Evidence will be collected on each individual child and with the consent from parents referrals may be made to access extra support for the child.

## **8. Which other people and organisations provide services to children with SEND in our nursery?**

- Speech and language Therapy

- Portage
- Health visitors
- HCC Area SENCO and inclusion team
- Educational Psychologist and Behaviour Support
- Family Support
- Tweendykes, Northcott & Ganton Outreach Service
- IPaSS (Integrated Physical and Sensory Service)
- Physiotherapy
- Down right Special

#### **9. What training have staff received to support Children and Young People with SEND?**

Our Mulberry SENCO holds a level 6 Educational Studies Qualification and has the Early Years Professional status and has also completed a wide range of training courses around special educational needs and the HCC initial senco training.

Our team has experience of working with children with SEND and have good knowledge on all relevant paper work and interventions that will be implemented. Key staff will be given extra training if needed to meet children's individual needs.

The SENCO will regularly update all staff on any changes and keep them all up to date with what is agreed and discussed at any meetings regarding the child. All key staff are aware of any plans in place and targets for the children.

#### **10. How will teaching be adapted for a child with SEND?**

All planning and provision is individualised and differentiated to meet all children's specific needs, interests and abilities. On going observations are made of children and next steps are generated to ensure planning of activities meets children's interest. Adaptations will be made to the environment, teaching practices, specific or specialised equipment/resources will be made available when and where necessary.

#### **11. What support is available for parents/ carers of a Child with SEND?**

We support parents throughout the whole SEND process, from early identification to the EHCP process and transition to the next educational setting. We have an open door policy and encourage parents to be involved with nursery life and all educational experiences. We will meet parents termly with children with SEND, discussing targets, progress and next steps. We sought permission for all referrals made regarding their child, from health visitor referrals to Speech and Language referrals. The parents will be invited to all their child's appointments and feedback will be given in a timely manner.

#### **12. How is our nurseries physical environment accessible to Children with SEND?**

We work closely with IPASS to ensure our physical environment is assessable to all. We will make adaptations where necessary and ensure children are safe within the environment.

#### **13. What facilities are available for children with SEND in our nursery?**

Some children may need additional resources and equipment to meet their individual needs, we endeavour to source additional resources if needed and will ask for the support from the occupational therapist if equipment is needed for physical needs.

**14. How will children be supported during transitions? (When moving to another Early Years setting or between groups within our nurseries)**

We have positive links with all of our feeder schools and other nurseries and work closely throughout the year. For children with SEND we will plan additional visits to the school and ensure all information is transferred well before the child starts the new setting. As soon as the move is confirmed all relevant professionals and the new setting will be invited to TAF meetings to ensure a smooth transition.

Transition between rooms in the nursery will be firstly discussed with the child's parents and then short visits will take place with key staff to ensure all information is passed over. We are a small staff team and we pride ourselves on knowing all our children and families.