



BUSY BEE NURSERY SCHOOL

busybee@buzzbuzz.org

Local offer of support to children with Special Educational Needs and Disabilities (SEND)

Statement linking early years settings to the Wandsworth local offer:

Busy Bee aims to be a welcoming and nurturing nursery where children are helped to settle in quickly and easily through consideration of the individual needs and circumstances of each child and their family. We endeavour to make each child feel safe, stimulated and happy during their time with us. We aim to provide an environment in which children are supported to reach their full potential and we work closely with parents to make sure each child's needs are met.

Introductory Inclusion Statement:

At Busy Bee we believe that Equal Opportunities for all are an integral part of education and care for young children. We aim to build on the skills and experiences of each member of our school community, irrespective of their race, gender, home background or impairment provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other children. We know that parents want the best for their child and by working in partnership with them and consulting with them, when needed, we hope that each child will thrive and achieve their potential with us. The staff team work closely together, and with the parents, to support each child's individual learning journey and this enables early identification of any specific needs. This also, therefore, facilitates getting any additional support that may be required.

Due to restrictions on space, facilities and personnel trained to deal with profound disabilities, the nursery may be unable to admit children with certain physical or serious long-term emotional or behavioural disabilities. Every child's case will be carefully considered individually and as to what is the best for that child.

Special Needs Co-ordinator

The Special Needs Co-ordinators (SENCO) at Busy Bee are Sophie Oppe and Danka McNee. Parents are welcome to speak to them or their child's Key Person at any time if they have any concerns about their child.

What should I do if I am concerned about my child's progress or special educational needs?

The nursery operates an open door policy. If a parent has any concerns about their child's progress they can speak to their child's Key Person. The Key Person is the teacher who is responsible for them during their time in the nursery. They are responsible for observing, evaluating and planning for the individual needs of their children and to help each child form positive relationships with the other staff and children within the nursery. They are also there to encourage the families to participate in their child's learning, to foster the partnership between the nursery and family.

How does the nursery decide whether a child has special educational needs and what extra help they may require?

If a child starts at Busy Bee and has already had a SEND identified then we will work with those people and any procedures that have already been put in place to support the child. We will use the information available to us to implement an IEP (Individual Educational Plan) for that child so we can support and manage them to the best of our ability.

If a parent expresses concerns that their child has a SEN or if our staff feel that a child has a SEN we will discuss it with the parents and determine whether the child's understanding and behaviour is the same at home and nursery. We will then work with the parents, involving them at every stage. We will implement an IEP for the child which will have review dates and targets. If we feel it is appropriate we will have a meeting with the parents to discuss bringing in an outside agency to help support the child.

How will I know how my child is doing and how will the nursery help me to support my child's learning?

Busy Bee operates an open door policy and we encourage the free exchange of information about how your child is doing at nursery and at home. Parents are welcome to come and talk to the Manager, Key Person or SENCO before or after the sessions or can make a specific appointment. They can also have access to their child's file, which tracks the progress and celebrates the achievements during their time at nursery.

Special parent/teacher meetings are held in the Spring term and a report is given to the parents at the end of the Summer term.

If your child has a SEND, as a parent you will be involved in every decision that is made regarding your child's support. We will implement an IEP which will be used in the nursery and that can also be used to support the child's learning at home.

How will a child's progress be assessed and reviewed?

Each child's Key Person is responsible for planning, taking observations and evaluating their progress. Every week activities are planned, based on the accumulated observations on each child and their individual needs. Their progress is monitored in the 7 different learning areas as set out in the EYFS (Early Years Foundation Stage) We also have daily staff meetings when children's progress can be discussed in confidence and this can be used to inform the planning for each child. When a child is able to do a particular task, has reached a set target or achieved something special then this is recorded in their learning journey file.

When a child is between 2-3 years old, we will give the parents a short written summary of their development and progress in the three 'prime areas' of learning which are:-Personal, Social and Emotional Development. Physical Development and Communication and Language. These areas are particularly crucial for the all round development and progress of a child and early recognition of any problems or delay can permit early intervention to try to overcome them. This progress report will be able to highlight where there may be problems and also where there are strengths. This will be discussed with the parents and areas for development and possible extra support identified.

If a child is identified as having a SEND, as mentioned above, they will have an IEP implemented with the agreement of the parents and targets and review dates to monitor the child's progress will be set together.

How is teaching and the curriculum adapted to a child's needs?

At Busy Bee we plan activities in the 7 different learning areas, conscious that these are all linked and overlapping and important. Children start from the age of 2 years so we ensure that the curriculum is flexible and differentiated to offer access to all children of different ages and abilities, including those with specific needs. Activities are planned to allow each child to learn at their own pace and in their own way. The staff are there to adapt resources, provide age and ability appropriate challenges for every child and to offer support when required. When purchasing resources, we consider their suitability from the aspect of equal opportunity ensuring that they promote equality. We will also consider getting resources designed for specific special needs or disability.

What training and specialist skills do the staff supporting children with SEND have?

Sophie Oppe and Danka McNee, the SENCOs, have attended a variety of training sessions on SEND and Danka is a specialist therapist for children with ASD whilst Sophie has a particular interest and has trained in problems in Speech and Language. Other members of staff have also gone on relevant courses. This is an ongoing process to ensure the staff are kept up to date on SEND issues. If a child starts with us for whom it was felt more specific expertise and training was required, then we will endeavour to get staff onto relevant courses to best support the child. However, depending on what is required, this may not always be possible.

How will the setting prepare my child to join the setting and transition to the next school?

Before a child starts at Busy Bee we invite the parents to bring them along for a session to have a play and be introduced to the staff. This gives us the chance to discuss with the parents how best to settle their child in. We also try to exchange as much information as possible about their child, regarding their home life and progress to date. We can find out all about their likes and dislikes eg favourite toys or stories etc. and especially their particular needs. This information is then used to help them settle quickly into nursery life. Each child is appointed a Key Person who will help to make them feel secure and comfortable and who will build up a relationship with the parents to give feedback and to nurture the nursery/parent partnership in looking after their child.

When children are leaving our nursery we take opportunities to talk to them about their new school. We welcome visits from teachers from the next schools or invite children to tell us about how their visit has gone if they have gone to see the school. We aim to prepare them, as much as possible, by developing as much independence as may be required, and is appropriate, as they move on e.g. changing shoes, putting on coats, dealing with their packed lunch etc. We try to make sure that they understand what is happening and how exciting this next step is for them.

What specialist services, from outside, does the school use to help meet the children's needs and how do you work together?

When a child has SEND then we will work in partnership with the child's parents and with any appropriate outside agencies e.g. speech therapist, educational psychologist, occupational therapist etc. We will then all work together to implement strategies, writing an Individual Education Plan and setting targets and review dates. It may be decided that an Education and Health Care Plan (EHCP) should be written and a meeting of all concerned parties will be arranged. This can be called by the parents, nursery or any of the agencies working with the child. If it is agreed that an EHCP is appropriate to support the child then it will be submitted to Wandsworth SEND services for possible extra funding. We will arrange for visits from these outside agencies, whenever necessary, to come and spend time with the child and meet with the parents.

What will you do if my child has medical needs?

All possible medical needs of your child will be thoroughly discussed with you before the child starts with us. If any prescribed medicines have to be administered then the parents will have to complete the medicine consent book and, if necessary, a written protocol from the prescribing doctor provided. The medicine will be administered by a senior member of staff, the dosage etc having been also checked by another staff member. This will all be recorded in the medicine book, signed and dated and confirmed by the parent's signature on collection. All medicines must be clearly labelled and will be stored safely and at the appropriate temperature etc. Any specialist training that could be required for administration of a particular medicine will be discussed with the parents.

What should I do if I am unhappy with my child's support or progress?

If a parent wishes to make a complaint, or raise any concerns, then they should first approach Sophie or Danka, the Deputy Managers and SENCOs, and they will endeavour to deal with them efficiently and without delay. At this point all relevant parties will be informed. If the above procedure is

insufficient to resolve the issue then the matter will be brought to the attention of the Manager/Owners, Sally Corbett and Lucy Roche. Then a more formal approach should be made in writing to the Manager/Owners expressing the complaint or concerns. After consultation between the Manager/Owners, parents and nursery staff, where appropriate, a concerned plan of action will be prepared, put forward and agreed by all parties. Minutes will be taken at any meetings and these, along with any other relevant paperwork must be attached to the files of the child concerned.

Should parents still remain dissatisfied, they should contact OFSTED directly at:

OFSTED Early Years
Piccadilly Gate,
Store Street
MANCHESTER
M1 2WD
Tel: 08456404040
Email: geninfo@ofsted.gov.uk
Website: www.ofsted.gov.uk/parents

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit the website at <http://www.wandsworth.gov.uk/pps> or telephone 02088718061
- The Wandsworth Parents' Forum 'Positive Parent Action' works with the council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website www.positiveparentaction.org.uk or telephone 020 8947 5260
- More info about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on The Family Information Service website at <http://wandsworth.childrensservicedirectory.org.uk>
Their helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899

The information in this report is accurate at preparation, but will be regularly reviewed and changes made to what we offer when appropriate.

Feedback. This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or to make suggestions to improve the information, please email busybee@buzzbuzz.org