

Local Offer (SEND)

At Bowden House Nursery we value and respect each individual child and their abilities and will actively support and encourage children in their personal development.

How will the setting prepare and support my child when joining or transferring setting?

Joining the Setting

When children join Bowden House, we offer both children and parents the opportunity to join us for settling in sessions 3 weeks prior to start date. These sessions are tailored to the individual needs of the child and range from 1 – 2 hour visits at different parts of the day so children get to experience different activities.

During these visits children and parents have the opportunity to meet their child's' key worker as well as the other members of staff in the room. Together we will complete an 'I Like Sheet' and 'My Learning Journey Passport' and discuss childrens current interests and achievements and any areas where parents may feel their children need extra support. If any agencies are currently involved in their childs' development this information will also be shared. There is plenty of time at these visits for children to explore the environment, the different areas of the setting such as the craft room, sensory room and outdoor play area.

After discussions with parents if it is felt that staff would benefit from additional training relating to the specific needs of a child then we would seek advice from our Early Education team to access training prior to start date.

We will organise with parents meetings between any other healthcare professionals and ask that information may be shared to ensure we incorporate set activities into our daily routines to ensure continuity of learning and development. By maintaining close links with key workers, senco, parents and other agencies we can ensure that observations and information as to the childs developments are being monitored by all and that a consistent approach is maintained by all those involved.

Transition to School or new setting

When a child moves on to school or new setting meetings will be held with parents consent and involvement between the childs key worker, senco and parents with the new setting.

The childs development file and senco file containing observations, development tracking within the EYFS, leaning stories, ILPP, reviews of targets and meetings held with parents and other agencies will be shared and discussed and what progress the child has made during their time at our setting. Sharing information will ensure that there is a smooth transition for the child and that appropriate activities can continue to be planned to aid their further development.

How are Childrens Needs Identified, Assessed and Kept Under Review?

If parents have any specific concerns about their child's development it is important that they speak to their child's key worker and we will organise a meeting with the Senco officer, manager and key worker. The Senco officer can offer advice as to other professionals which may be able to help such as; Health Visitor, Speech and Language therapy, or Portage.

Within the setting key workers continually observe children collecting evidence through written observations, learning stories, photographs, tracking, Two year old checks and development reports. All observations are linked into the EYFS ages and stages of development and by reviewing files key workers alongside senior colleagues can identify any areas where children may need extra support.

By operating a key worker system part of their role is to develop a trusting and sensitive relationship with both parents and children enabling a respectful sharing of information. If either parents or key workers have concerns regarding the child's development time is available to privately discuss such matters and to plan and support the child with regard to their specific developmental needs. With parents consent other professional advice may be sought.

Parents are invited to parents meetings to go through their child's development file and development report. This offers parents the opportunity to discuss their child's progress in relation to the EYFS and any additional support they could give them at home as well as seeing how they are developing and learning during their time at the setting.

The setting operates an 'Open Door' policy and parents may come in to talk to key workers, Senco officer or manager at any time as well as access their child's file.

How Children are Supported

At settling in sessions we encourage parents to share information regarding their child's development. If parents have any concerns or other agencies are involved in any way with their child's development we will hold a meeting with Parents, Senco officer, key worker and setting manager to discuss any specific requirements.

The key worker and Senco officer will work closely together to carry out observations, assessments, set activities and evaluate progress which will contribute to a specific Individual Learning Provision Plan (ILPP).

Parents will be fully involved in this process, the Senco officer will explain specific activities being set for their child, how they will be evaluated and move onto the next stages.

By formatting an ILPP and liaising with the local area Senco for further support and advice we can ensure we are catering to the specific needs of the child. We will also be able to monitor if there is a need for us to seek out additional support such as Speech and Language therapy.

What Specialist Services Are Accessible or can be Accessed at the Setting?

All staff at the setting have access to a range of courses run by PACEY and the local authority in order for them to continue their professional development and training in special needs. All qualified staff hold a minimum of a level 3 in Early Years Education and Childcare and have experience in working with children in Early Years Education. Settings and families can also access additional support through; Health Visitor, Physiotherapist, Occupational Therapist, Speech and Language Therapy, Portage and the Early Years Advisory Team. Our Senco office attends regular network meetings to keep up to date with information and any new implementations.

Accessibility of Setting and Environment

We have cared for a number of bi lingual children and work closely with parents to support their understanding of English as well as their first language. Parents liase with key workers providing lists of words and phrases in the childs home language and we will use this information to offer the child support, familiarity and understanding. The local library is very good at sourcing multicultural books and audio material to use within the setting.

The setting is all on one level therefore providing ease of access and we have wide doorways and toileting facilities. Any limitations would be discussed with individuals regarding their specific requirements.

We have a sensory room with a selection of sensory lighting, soft play mats and large soft climbing blocks as well as other multi sensory experiences which form part of our core provision.

How are the Setting Resources Allocated and Matched to Childrens Specific Educational Requirements?

Inclusion funding can be applied for to support the child being included in the setting. Any additional funding will be specifically delegated to accessing specific resources or adapting existing resources for the requirements of the child.

How is the Decision Made as to How Much Support a Child Needs?

Children will be monitored through observations by their key worker, these will be reviewed and discussed with the Senco officer, parents and manager on a regular basis. Observations will link into the EYFS and ILPP put into place for the child's specific requirements to ensure the child is progressing and that the activities and actions which have been put in place are having a positive impact on the development of the child. By working in partnership with parents and other agencies will ensure we are providing children with the required support for them to become independent individuals. The Senco officer from the setting will be able to advise parents on additional support they may be able to access. Key workers, Senco officer and parents as well as other professionals will be involved in the joint decision making process, of targets for ILPP and how parents can offer further support at home to provide continuity. At weekly planning meetings staff will discuss specific activities and how to support the child during their time at the setting to ensure progress in their development.

Senco officer Miss Karen Spencer.
Manager Mrs Jill Humphreys.