

Conkers SEND Local Offer 2020

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

At Conkers we know that a child's primary educator is you, and we strive to build up a great relationship with you so that we can really get to know your child. We have an "open door" policy so you are always welcome to make an appointment with your child's key person to discuss their development. We are a small team and work closely together so all the staff really know each child well. We are required to keep formal records of every child's achievements in the EYFS, which follow the child to school and remain with them until the end of the first year. We do this using the Tapestry website which you will receive a log in for when your child joins the nursery. You can then access your child's learning journey at any time to see their progress.

How will Early Years practitioners support my child and how will the curriculum be matched to my child's needs?

At Conkers, the experienced practitioners understand that every child is an individual and that they will develop at their own pace in their own time. We embrace "in the moment" planning, which means that we provide activities and resources for the children based upon their interests and ideas. We let them take the lead and offer an enabling environment with open ended resources so that they can become truly immersed in their play.

What support will there be for my child's overall wellbeing?

Your child will be welcomed into a setting which is warm, caring and friendly, with very experienced staff who genuinely have your child's best interests at heart. All the staff are first aid trained and we are all trained to administer medication such as Epi pens and inhalers, and are willing to take on further training should we need to.

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?

We observe and assess the children at Conkers according to the Early Years Foundation Stage (EYFS) curriculum. Using observations and assessments on Tapestry, and our own extensive knowledge of child development, we will be able to identify if there is an area of development which is not progressing as we would expect. We believe that communication with parents is vital to achieve a complete, rounded picture of a child's development, and so we will discuss any concerns we may have with you, as well as talking to our setting's SENCO (Special Educational Needs co-ordinator.) At Conkers our SENCO is Sophie Beck. If you have any concerns about your child, you can either speak to their Key Worker or to Sophie

We use the "graduated response" which means that your views are taken into account every step of the way. Practitioners at the nursery use a variety of different observation and assessment methods to create a complete picture of your child's development and learning. These can include tracker observations, ECAT (Every Child a Talker) sheets, SEN support plans (Assess, Plan, Do, Review), 2 year old progress check and positive behaviour support plans. If necessary and with your permission, we are able to refer your child to outside agencies for more specialist help, such as health visitors, speech and language therapists

and the area SENCO. It may be necessary to create an SEN support plan for your child which will set out specific outcomes that we wish to try to achieve, and your input for this is vital. All staff members are required to work with the plan so that the provision is consistent and is tailored to the child's individual needs.

How will the setting ensure they take account of my child's views as appropriate?

At Conkers we take every child's point of view into account. We understand that children use both verbal and non-verbal communication, and the practitioners are experienced and adept at understanding and interpreting both. The majority of the learning at Conkers is "child led" which is to say that we do not instruct a child on how to engage with different resources, we wait and we see what the children do.

What specialist services and expertise are available at or accessed by the setting? What training have the staff supporting children with SEN and disabilities had or are having?

The practitioners at Conkers are all very experienced and qualified to at least Level 3 in Childcare and Child Development. Many of our practitioners have previous experience of supporting children with SEN. Our SENCO Sophie has attended the most recent 2-day training sessions with the local area Early Years SENCO, as well as various different workshops, plus a training session specifically about supporting children with Autism Spectrum Disorder (ASD). Several staff members have attended an STC (Somerset Total Communication) training course to enable them to support children who may have a speech, language or communication need. The setting also has a good working relationship with the local area SENCO team, as well as working with speech therapists, physio therapists and other professionals.

How will my child be included in activities outside the setting including trips?

All activities or trips outside of the setting are risk assessed before they are undertaken, and we ensure that the adult to child ratios are high, so that we are able to offer additional support to any child who requires it. We are an inclusive setting; no child will be left out. We communicate any upcoming trips out in a variety of ways. This can be either face to face, by way of a permission letter, occasionally via our newsletter, on Tapestry or through our Facebook page. (search Conkers Day Nursery – it is a closed group and any new members have to be approved by Conkers staff before they can access the content of the group.)

How accessible is the setting environment?

The Balsam Centre and the nursery are fully wheelchair accessible, with paths and ramps leading up to the building and wide doorways opening into the building, both on the ground floor and the first floor. There is a lift inside to access the lower floor where the nursery is located.

The inside of the nursery is on one level and the toilets are accessible and one of the cubicles is larger to admit a wheelchair user.

How will the setting prepare and support my child to join the setting, transfer to a new setting or move onto school?

As every child is unique, we have a flexible settling in period. Some children settle very quickly and others take a little longer, so we tailor it to meet your needs. Once settled each child will be allocated a Key Person. We wait until children have settled in before allocating a permanent Key Person to see if they build a bond with a particular member of staff. We use Tapestry for our observations and assessments and these records are passed onto new settings and onto schools. We have very good relationships with the staff at both primary schools in the town and with the outlying village schools where some of our children will go.

In the summer term before your child will start school, we start to introduce activities which will prepare them for life at school, such as PE lessons (including changing into a PE kit).