



## **SEND offer**

### **How accessible is the setting?**

#### **Stepping Stones Brislington**

This setting is on 2 floors, we have all ages on ground floor, plus another baby room upstairs, alongside sleep room, office, kitchen and staff room. If ground floor access was required for a child or parent at this setting it would be accommodated. Meetings with the manager could take place on ground floor.

There is ramp access to this nursery and disabled toilet area.

#### **Stepping stones Lockleaze**

This setting is all on one level and has no steps in and out of the building, there is a slight slope on route up to the building. Access throughout the building is easily accessible through all doors and gate, we also have access to a disabled toilet and shower room.

#### **Stepping stones St George**

This setting is on 2 levels, on the ground floor we have toddlers and preschool and on the upper floor we have baby room, sleep room and office. There is level access to front building with a slight lip on door frame. There is easy access into preschool room, toddlers room is narrow so access would be limited. If meetings were needed these could be accommodated for downstairs, there is currently no disabled toilet at this setting.

There is also a ramp that leads to the garden area.

#### **Stepping Stones Speedwell**

This setting is on two levels, there is step access to the front of the building with small entrance halls, however there is side access which leads to the back of the nursery and into preschool on one level. From here access to both the toddlers room and preschool would be accessible. The upper floor houses the baby room, sleep room, kitchen and office. If a meeting was required then we could accommodate this on the lower floor. The garden can't be accessed from the nursery, but can be accessed via a gate at the back of the nursery.

#### **Stepping stones Fishponds**

Fishponds has very limited access for wheelchair users due to the building itself, there are steps and 2 gates at the front of the building with a very small hallway, the rooms are all a good size with lots of space for mobility. On the lower floor we have babies and preschool and the upper floor is toddlers and the office. The gardens is accessed through preschool and has steps to go up into garden, there is a rear gate to garden however there are then steps to go down into the garden.

#### **Little Acorns Thornbury**

This setting is 2 large buildings all of which are accessible to wheelchairs, building one is one floor and contains preschool, kitchen and office and building 2 is on 2 levels with toddlers on ground floor and a baby room and the upper floor has another baby room plus sleep room. All outdoor areas are fully accessible and we have disabled toilet facilities.

#### **Little Acorns Sundridge**

This setting is has a ground floor which is easily accessible throughout all rooms and outdoor areas, there is level access into the building and there is lots of room within the building for mobility. The office is also on this floor and we have disabled toilet.

The upper floor is accessible from outside the building via the garden, there is ramp access to garden, but steps to the door of the upper floor and a staircase to the upper floor which consists of a baby room and sleep room. Once in this room it is spacious.

#### **Little Acorns The Ridge**

This is the smallest of our settings and has 2 floors, the ground floor have level access into the toddlers room. The building is small and consists of a narrow corridor to the preschool room and garden. The upper floor can be accessed via a staircase to the baby room and sleep room. A wheelchair would be accessible to enter the building, but due to the size movement within the nursery

#### **100 Acre Wood Frampton**

This nursery old two storey house, it has level access to the front and rear of the nursery, the entrance hallway is very narrow however the nursery can be accessed from the rear. There is then one step from the garden to the patio and small door frames. Once in you will have access to a spacious preschool room and office. The upper floor has toddlers and babies which is accessed from a steep staircase.

- All rooms are spacious and everything which is accessible to children are on low level units and shelving to allow ease of mobility and access to the environment.
- Where possible we will aim to make reasonable adjustments to the environment
- When planning learning experiences for children we take careful consideration that we have enabled access to all children
- We are able to translate any paper communication if required
- We aim to build on 'access' within the nursery and make reasonable adjustment where possible, we have a company 'access plan' in place.
- We carefully plan and support children with English as Additional language
- We want all children to access learning outside of the setting, including trips on our minibus to our nursery allotment and soft play. A risk assessment would be written at a meeting with parents to plan and make adjustments to ensure accessibility for children with specific needs.

#### **How do you identify if a child needs extra help with their learning?**

- Liaise with parents and carers
- We use an online Learning journal called Tapestry
- We observe all children's learning and development and this is tracked through the Early Years Foundation stage
- Parents have ongoing access to Tapestry and will get updates sent to them
- Parents can also upload development and learning
- We ask parents and carers to help identify a starting point for their children.
- We continually monitor progress and carry out regular reviews throughout the year.
- We carry out Every child's a Talker assessment on all children, to ensure speech and development is tracked more thoroughly.

- We use additional assessment and monitoring tools if we feel that there is a need in specific areas'

#### **Who will be working with my child and what are their roles?**

- We have an Area Manager – who oversees all SEND within the nursery
- We have a SENCO who is the manager, but the manager still oversees this
- Every child in the setting will be allocated a key person and key buddy
- The SENCO will initiate all meetings with Parents/carers
- The SENCO and key person will develop plans with parents to help child to develop
- We work closely with external agencies that are already involved and welcome them into the setting to help us plan for children's needs
- We can refer to external agencies, including speech and Language therapists, Inclusion support, Portage, Educational Psychologist etc

#### **How will I be able to raise any concerns I may have regarding my child's development?**

- We have settling in process with the key worker, where you can discuss any concerns
- Staff will make time to speak to you at the start and end on the day
- We have 2 parents evenings per year, where concerns regarding development can be discussed
- You can ask for a meeting at any point with key worker, manager or Area Manager
- You can email concerns to the nursery, head office and Area Manager (emails are on website)
- We send out yearly questionnaires asking for your feedback
- We have a parents comments book in the hallway
- Parents under 2 have a communications diary, for information sharing
- We send all parents/Carers a copy of the complaints procedure on entry and the poster for OFSTED contact details is displayed in the hallway.

#### **What is the settings approach to supporting different children's needs and how will that help my child?**

- Each key worker is responsible for planning for their individual key children, they will plan activities and experiences based on individual interests and build on what the children already know, can do and can understand.
- All children are valued as individuals
- The key person will assess your child's learning and development continually, they will then plan to meet their needs and support them to make the best possible progress.
- If it identified that a child is making limited progress their key person will raise concerns with the child's parent/carer and the nursery SENCO (Special Educational Needs Co-ordinator). The nursery will then take steps to plan specific activities to support your child; we will work closely with the parent/carer during this time and involve them in the planning and reviewing.

- Specific group/individual activities could be planned by key person, for example to play alongside children to role model play or support turn taking.
- Outside professional will be sought if and when required, for example speech and language Therapist, Educational Psychologist, Portage etc or we will work alongside professionals that are already involved with the children. Specific, targeted strategies may be planned and carried out in a 1:1 situation, playing alongside your child or in a planned small group.
- If your child's needs are described as high levels of needs, we would discuss the development of a support plan with you. The whole team supporting your child will be part of this.

**How is the decision made about what type and how much support my child will receive? And how will I be involved?**

- All children within the setting are planned for on an individual basis and planning is based on their development needs
- The planning is a whole team approach
- We fully assess children on entry and decide next steps weekly regarding children's learning
- The key person and SENCO will work closely with you to create plans for your child's individual needs
- Decisions on what is best for the child will be made by liaising with you, child, key person, SENCO and other professionals involved.
- Through or assessments and liaising with other professionals, plans will be made to ensure support is giving to your child and we have access to all services available.
- There may be additional funding options that we can access, which we will explore if needed.

**How will I know if my child is making progress in their learning?**

- All children have settling in sessions and we work with parent/carers at this point to gather a starting point for children
- Staff observe children using various method, written, photographic, work evidence, tracker observations and if required video observation, this gives us evidence of how your child learns and what they are learning.
- Our online systems allow us to track development thoroughly and recognise gaps in learning
- Parents/carers are invited to several parents evenings, you will have one 6 weeks after your child starts the nursery, then we have 2 parents evenings per year. Parents are invited to share their views on progress and raise any concerns that they have, regarding progress and milestones.
- Parents have continuous access to the online learning journal so can view observations.

- If your child is on any additional support plans we aim to review them every 6-8 weeks, parent/carers are invited to these and we discuss progress made and new targets required.
- If parents wish to meet more often to discuss development of their child, we will accommodate this.

#### **What training have the staff supporting children with SEND had or is having?**

- The manager/SENCO and Area Manager have had role of a SENCO training
- All staff are trained fully on how to use Early years Foundation Stage and how to identify progression of development
- All staff in the setting have had schema training – which identifies patterns in play
- All staff in this setting have had Every Child's a Talker (ECAT) training, this helps staff to support children's speech and language
- Autism training is being carried out with all staff in the next year 2017/18
- The area manager has 18 years experience working with a range of needs and has training in speech and language, autism, bilingualism, information sharing, SEAD training etc
- The Area Manager has a diploma in child behaviour
- Staff training is tracked by the Manager and Area manager.
- We source training from outside agencies if required for a child who may need individualised training.
- Basic Makaton is used throughout the settings
- We have visual aids and routines in all rooms

#### **How does the setting manage the administration of medicines and manage personal care?**

- We have a robust Administration of medication Policy in place
- The manager in charge administers all medication and witnessed by a senior member of staff.
- Medication such as epipen or epilepsy medication, which may need immediate administration, can be given by room leader if trained to do so and this will be as part of the Health Care plan.
- All children on medication have a health care plan in place before we administer medication
- Medication records are used to record details of child, medication, times and amount to be given. We record every time it is administered and parents then sign on collection of their child.
- We store all medication in a cupboard in the office, which is out of reach of children.
- Specialist training will be sought for children who have medication that require training
- All staff working with the child knows about medication and health care plans in place and knows what to do if the child needs medical aid.

- Where medication is required to be in the room with the children, for example epipen. We will keep in room out of child's reach and risk assessments will be put in place and health care plans are in the rooms to allow medication for immediate use.
- All staff are qualified in first aid or booked to go onto first aid.

#### **How will my child be prepared to move onto the next stage within the setting or onto school?**

- We have very good transition processes in place
- If the transition is when the child moves onto the next room, the key person will prepare the child's learning journey for the next key worker
- A hand over sheet is done by current key worker and will include likes, dislikes, developmental needs, family details etc. This is put into the child's file with up to date developmental reviews.
- The key person will sit down with the new key person and go through learning journey; this allows the new key person to get to know the child.
- The current key person will introduce parent/carers to the new key person
- The current key person will attend transition sessions into the new room with the child.
- The parent/carers are given a letter stating dates that their child will begin transitioning
- The parent will be spoken to initially about their child's transition and if they feel they are ready
- Any support plans will be handed over to new key worker or setting
- If your child is going to a new setting or school, a meeting with the new setting will be arranged
- The parents/carers will be invited to attend a meeting with new setting to discuss needs
- We use transition booklets when moving children from room to room within or setting
- The new setting is welcome to visit the nursery to meet the child and key person
- Transition programmes may be required , and action plans may be made
- If a child requires specialist setting in their school years, you or the setting may decide to request an educational health care plan and assessment. An EHC plan is a way of providing support that puts, children and families at the centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This process focuses on what is important for the children.i.e. What they and you want to achieve now and in the future. The EHC plan will have long and short term goals for your child. It will set out what support they need and how they will receive this support.

**Updated Jan 2018 – Area Manager**

**Review Jan 2019**