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Safeguarding children, young people and vulnerable adults – SEN LOCAL OFFER – JANUARY 2025

1. What should I do if I think my child may have special educational needs?

At Little Adventurers Montessori we ensure our first meeting with you to show you around our nursery is a productive one where you can begin to tell us all about your child. This visit and any subsequent visit will allow you to confidentially express or view any concerns you may have regarding your individual child's needs. We also provide you with one of our personalised booklets entitled 'All About Me'. This booklet will give the nursery information regarding your child's current developmental milestones, which will help us to support them at nursery.

If your child currently attends Little Adventurers Montessori and you think they may have special educational needs, you should speak to your child's key person or the SENCO, Rachel Mayfield. Alternatively, email senco@lamontessori.org or call at 0113 517 7561.

The Special Educational Needs Co-Ordinator (SENCo) works closely to support you and your child daily. The SENCo also works with other professionals who may be involved in your child's learning & development. e.g., Health Visitors, Speech and Language Therapists, educational Psychologists, your local outreach support worker from the Children's Centre and any other health professionals.

2. How does the setting know if children need extra help?

Your child will be allocated a key worker. During the first term your child's key worker will work closely with your child and yourself, to ensure your child has a smooth transition into the setting and that their learning needs are met. Once your child has settled into the routine and environment of Nursery Life, your key worker will carry out spontaneous child-initiated observations (which are shared with you via our app 'Blossom' of your child at play). These observations help your key worker to identify any additional needs that your child may need support with. If additional needs are identified, your child's key worker and the SENCO will create a Unique Child Summary. It is mandatory for every setting to produce a Progress check at age 2 for every child.

Once the SENCO and key worker have identified where the child may need support, they will invite you to a meeting, in which we will collectively discuss how the nursery can best support your child. We shall also identify individual goals for your child, in relation to milestones suggested by EYFS Framework. This process is called Assess, Plan, Do, Review (Formative Approach).

3. How will I know how my child is doing?

We offer regular consultation review appointments where your key worker and SENCo will discuss in depth any new actions needed and any actions achieved from your child's last target plan. Your online journal will be available at all times via our app for you to see what your child has been learning and how they have been developing. You are also welcome to discuss your child's progress informally at the setting daily or by telephone or e-mail.

The regularity of any personal meetings with yourself and your key worker will depend on your child's individual needs.

4. *How will the learning and development provision be matched to my child's needs?*

All children are planned for individually by their key worker who provides targets which are set in line with the Early Years Foundation Stage framework this is then incorporated within our planning. Resources and one to one time with their key person are incorporated to support this planning and encourage children to meet these targets.

Staff will provide adult led and child initiated activities following a time related session routine. All Individual targets and focused observations are worked on every attended session.

We support and follow any advice given from other professions and incorporate this advice into our planning and resources. We use daily Makaton and visual aids to support all children.

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

All Key workers at Nursery have a positive approach to all children's individual needs, their learning and development. Each child learns our golden rules which set out positive and caring behaviour towards each other and our environment. Unwanted behaviour is closely observed and strategies are put in place to support and promote positive behaviour. Please view our Positive Behaviour Management policy on our website.

We closely work with other professionals to ensure that full support in all areas of your child's development are covered. For children with specific medical needs Health Care Plans will be put in place and any specific staff training will also be attended, for example EpiPen training. All health care plans will be shared with all practitioners as appropriate.

6. *What specialist services and expertise are available at or accessed by the setting?*

We will forge good links with our local children's centre, and any Inclusion Development Officer who serves our area at any time.

The SENCO regularly accesses training and resources such as the Leeds for Learning and the Speech and Language Toolkit NHS. These resources are then provided to staff to further their expertise and enhance the learning opportunities of the children.

7. *What training and/or experience do the staff, supporting children with SEND, have?*

We have an excellent team of Early Years Practitioners who all have several years' experience of working with young children. We have a designated SENCo, our Manager is a Qualified Teacher and Head Teacher. All staff attend various courses during their employment, including, Paediatric First Aid, Working with SEN Children, Safeguarding Level 1 or 2, Two year Progress checks and EYFS Observation, Assessment & Planning. We aim for our staff to have access to Makaton Signing courses and introduce daily simple signing, for example 'please and thank you'. This supports all our cohort and individual children with additional needs.

8. *How will my child be included in activities outside the setting?*

We are a fully inclusive setting with a great outdoor space which we use as an additional classroom. We carry out regular daily risk assessments and implement immediately any changes that risks identify. Your child's needs are always a priority and are always carefully considered when planning activities both inside and outside, we work closely with parents/carers to ensure your child can be included in these activities. Our outdoor area is wheelchair accessible.

9. *How will I be involved in discussions about and planning for my child's learning and development?*

Your key worker is always on hand for discussion regarding your child's progress. We keep you regularly updated with our Blossom app where you can see observations and assessments on your child. If outside professionals visit your child we will always be happy to answer questions and any concerns about the visit. Any reports from outside agencies will be copied and given to parents/carers.

You have the opportunity to comment on any target and review plans and you will be involved in the updating process of these plans. We will involve you fully in the process of applying for any extra funding should this become necessary. Parents/carers consent is always obtained before outside professionals are spoken to regarding your child.

If in the very rare circumstance you do not agree with the Nursery regarding your child's development and we feel that a referral to other professionals is absolutely necessary to support their learning and development as it would otherwise be detrimental to them, but you do not, we have a duty to safeguard children and in rare and exceptional circumstances we may need to speak to Children's Services about your child. If this happens, we will always inform you that we are making a referral or calling the advice line regarding your child.

10. *How accessible is the building / environment?*

Our building is fully accessible for children. We have a ramped access entrance and the outside area is accessed directly with no steps. We have 2 children's toilets and a designated Disabled Toilet area which incorporates a changing area for changing children. Our room layout is accessible to all, with defined areas to help with easy access. All resources are at eye level to encourage your child to become independent learners, all tables are at wheel chair height to promote and support this independence.

11. *How will the setting prepare and support my child with transitions between home, setting and school?*

All children are invited into group for at least 2 trial 'settling in' sessions. We meet you, the parent, prior to your registration and we provide you with an 'All About Me' booklet which is a working document that goes between home and school. We use the app 'Blossom' where we can communicate with you direct to your phone or tablet device regarding your child's learning and development. We work out a settling in process with you once your registration has been completed and a start date confirmed. When it's time to leave our Nursery, we will contact the new Nursery or Reception class your child will be moving to and invite them in to the setting to visit your child at play and in a teaching environment that he or she is comfortable in. Not all schools are able to do this, but we offer this to them. This gives the new teacher or key worker the chance to ask any question and discuss children's development and progress with their existing key worker. If necessary the child's Key worker will attend the new setting with the child to ensure a smooth transition.

12. How will Little Adventurers resources be used to support children's special educational needs?

Our rooms are beautifully resourced to support children's individual needs. We have age appropriate resources and these are available on shelving for children to choose independently. Sometimes we provide table top activities and children can choose to work at a table on or the floor in a designated space defined by a mat which they are shown how to find and use independently. We are a fully inclusive setting with good staff ratios in place. We use visual displays wherever possible. We have Makaton signs around the learning environment, and we encourage the children to use them. We also introduce a Makaton sign of the week each week in circle time.

13. Who can I contact for further information about the early years offer in the setting?

Angela Euesden – Director/Manager

Leah Schofield – Director

Rachel Mayfield – Early Years SENCO