

Kamelia Kids - Our Local Offer

How does the early years' setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

When families first contact us and come for a show round our first priority is gaining valuable information about each individual child. If there are any concerns or questions from parents our SENDCo will join the Nursery Manager on the show round to provide support and try to answer any questions related to their child starting nursery. Each child once they start their settling in sessions (these are arranged on an individual basis depending on child's need's and parent's needs and can be carried out for anything from over a week to possibly over six weeks or longer) will be allocated key person who will spend time building up a relationship with each child and their family.

During a child's first six weeks with us, each child will have a "starting point" assessment carried out using the Early Years Foundation Stage and will be completed with parents and the key person. This enables us to ensure that if any support is required we can work together with parents to decide what to do next. Also, once a child reaches the age of twenty seven months, the nursery will write a Progress Check which parent's will take with them ready for their child's check and this will enable a health professional to carry out an assessment and identify any areas where support may be needed. If a parent or key person has any worries then the first person to be involved is the nursery SENDCo who will work closely with the family and key person to initially write a Special Support Plan which will focus on strategies to support particular areas and will then be reviewed after six weeks. Parents' evenings are carried out twice a year term and if parents have any concerns they can always talk with the child's key person, room lead or SENDCo at any time.

How will early years setting staff support my child?

This really depends on the needs of your child. When the first Special Support Plan is written the child's key person will be responsible for developing, encouraging and supporting the particular areas highlighted in the plan. The plan could indicate the support a child needs throughout the day within several areas or specific daily/weekly sessions focussing on particular needs. After approximately six weeks of the plan being in place there will be an opportunity at the end for parents to come in and meet with the SENDCo to discuss progress and decide if the next step will be to involve any outside agencies. Each child's individual progress is carried out termly in their individual progress review and this is shared with parents.

How will the curriculum be matched to my child's needs?

Regular observations and assessments take place within each room which gives key persons the information they need about a particular child. Each key person will ensure that the individual interests and abilities are catered for using a document called "Next Steps" which we share regularly with parents so they can provide support at home. This is where key persons highlight individual areas to encourage and support. We have always worked very closely with a wide variety of outside professionals e.g. Speech and Language Therapists, Occupational Therapists, Sensory Support Team and Physiotherapists and they will share specific strategies and guidance for us to follow. These plans will help us in compiling a child's Special Support Plan and will be reviewed approximately every six weeks.

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

We are always happy to discuss a child's progress or concerns with parents and feel this is beneficial for everyone concerned. Parents are very welcome to look at their child's learning journal whenever they like. At the end of a child's session there are informal discussions with parent and if any parent would like to further discuss any worries or further support an appointment can be made to see a child's key person, room lead or SENDCo. Throughout the year there are parent's two evenings to discuss progress and next steps.

What support will there be for my child's well-being?

Children's wellbeing is one of Kamelia Kids core values. As a nursery we pride ourselves on our kindness to each other and this is embedded in our ethos. Personal, Social and Emotional Development forms part of our daily routine providing the children with the opportunity to share and discuss concerns and celebrate successes. The nursery has numerous policies and practices to support child well-being.

These include: Equal opportunities and inclusion, Health and Safety, Behaviour Management and a host of Safeguarding policies. Staff in the EYFS are Paediatric First Aiders and will assist children in the best way possible.

What specialist services and expertise are available at or accessed by the early years setting.

All our Early Years team are graduate led, most are qualified Early Years Practitioners (NVQ 3 or equivalent minimum) and include a SENDCo which is overseen by the Nursery Manager. The nursery works very closely with external agencies and professionals including Sensory Support, Portage, Speech and Language Therapist, Health Visitors and many more.

What training are the Staff supporting children with SEND had or having?

Our SENDCo has many years' experience supporting children and families and attends regular West Sussex network meetings and undertakes regular professional training. Our staff attend West Sussex training and have had training on Makaton, positive behaviour and autism in the Early Years management and alternative communication systems such as Picture Exchange Communication System (PECS). Key persons also have additional training if needed to support an individual child with the SENDCo which is then cascaded to all practitioners.

How will my child be included in activities outside the early years setting including outings?

We work very closely with all of our parents including settling in visits or as and when needed. A Risk Management Plan will be written to ensure there is a plan in place where there are any potential risks for the individual child and to ensure that everything is in place to support the needs of an individual, other children in the room and all adults. If needed, a separate Risk Management Plan will be written to focus on going on trips outside of nursery and will be written with parents when they feel their child is ready and safe to join us on any outing.

How accessible is the Early Years setting environment? (Indoors and outdoors)?

Our setting is purpose built and equipped for children with Special Educational Needs and Disabilities i.e. Cerebral Palsy, Down Syndrome, Children with Autistic Spectrum Disorder, Epilepsy and many other conditions including Social needs. Our setting is purpose built for wheelchair access and all facilities are on ground level. All toilets are assessable for wheelchairs and our doors are wide. To support parents who do not have English as a first language SENDIAS (Special Educational Needs and/or Disabilities Information, Advice and Support Services) have produced a series of leaflets written in a variety of languages focussing on - *How early years support children with additional needs, where to find support, what is an EHCP (EHCP) is* and other useful documents. If a child requires a specific piece of equipment to use whilst at nursery we will consult with the Physiotherapist to ensure that we can have one here as well as at home and staff are trained if needed to support a child using it.

How will the Early Years setting prepare and support my child to join the early years setting, transfer to a new setting/school?

We feel it is very important to build relationships with a whole family to provide the best support and if families would like our SENDCo and key person to make a home visit during settling in, this really supports our getting to know a family. If a child has medical needs we will write a Health Care Plan which documents a child's daily needs, how we can support, signs and symptoms associated with needs and what to do in an emergency. If a child is transferring from or to another setting we will arrange a Transition meeting here with new/current key person and or SENDCo and if needed parents or at a child's new nursery to ensure that all information is passed on. The term before individual children are due to start school we will as soon as possible contact the school and with parents and with other professional compile a Transition Plan to support settling into the school environment. We feel it's vitally important to ensure that everyone involved in supporting and developing individual needs is involved in the transition process.

How are the early years setting's resources allocated and matched to children's educational needs?

Our nursery is equipped with a range of specialist early years resources to support each child's learning needs. In Daisy & Poppy we have a sensory room where we have a state of the art 'Magic Carpet' which is an interactive floor projection system which takes the children's learning, play and communication to an entirely different level. In our preschool area we have a room specifically for using during the day to provide 1:1 support and where we have our daily Attention Autism sessions. If any specialist resources or equipment is required we will work together with parents and other professionals to try and ensure that as soon as possible it can be available here at nursery.

We have a Sensory and Wellbeing garden dedicated to helping our children with special needs and disabilities to experience the outdoors in a way that stimulates their senses, provides opportunities for learning, and have fun - whatever the weather. The garden is be designed to be fully accessible to our children who require the use of walking frames or wheelchairs and built at a height that ensures plants can be touched and smelt and some eaten!

How is the decision made about what type and how much support my child will receive?

Next Steps are identified for all children in all areas of learning. If additional needs are identified then a Special Support Plan will be written. As already mentioned this is reviewed termly. Discussions with parents happen regularly and if parents, SENDCo and key persons at any point feel that specific outside professionals need to be involved e.g. a Speech and Language Therapist then everyone involved will be part of any process. We will also work with our Early Years Advisory Team, Health visitors, Child Development Centre, Consultants and any other professionals to ensure that all support is in place. If at any point a decision has been for a child to undergo an EHCP, we will work closely with everyone involved to help produce the document. If any of our children start nursery with an EHCP we will work closely with everyone involved to create a plan whilst at nursery.

How are parents involved in the early years setting?

How can I be involved? Parents can speak informally with practitioners on a daily basis at drop off and pick up. Through this dialogue, parents are aware of the learning taking place and can continue this at home. Additional meetings can be arranged should more time be needed. Parent meetings are also an opportunity to raise any worries or concerns with a child's key person.

Who can I contact for further information?

For children interested in joining our nursery, queries should be directed to our Nursery Manager Suzanne Charlesworth or Deputy Manager/SENDCo Sarah Shaw.