

Our Local Offer & SEND

The Local Offer:

The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 – 25 and how to access them.

Whatcombe Farm Nursery's Local Offer:

Whatcombe Farm Nursery is a converted barn. It is a light, spacious, fully integrated and fully inclusive nursery, caring for children from 2 to 5 years. The nursery is all on two floors and has outdoor play areas accessed via steps. We would make necessary adaptations to our setting in order to provide access to people with physical disabilities. We are able to offer a place to any child with special educational needs. We respect that all children are individuals and have educational needs which are unique to them, and we will modify the curriculum to take account of children's individual needs.

How we identify children with Special Educational Needs and Disability (SEND) and how Early Years practitioners will support your Child

At Whatcombe Farm Nursery we implement the Early Years Foundation Stage (EYFS). We make every effort to provide equality of opportunities and experiences to every child, to ensure a broad and balanced curriculum. Your child will have a key person who will oversee and plan for your child's learning. His or her learning and development will be recorded and shared through an on-line learning journal, called Tapestry.

Observations carried out on children are the basis for identifying children's needs and will indicate whether they might need any extra support. All practitioners have a responsibility to identify children with SEND and support their development. There are other tools used to monitor your child's progress, such as progress trackers, summaries of learning and development, two year old progress check, ECAT - 'Every Child A Talker' forms, Behaviour charts, SEND Support Plan (Assess, Plan, Do, Review) and the EYFS Developmental Journal if needed. We aim to work closely with you to gain a full picture of your child's interests and abilities. You will be able to raise any concerns that you may have verbally or in writing with your child's key person, the nursery SENDCo or Deputy SENDCo. You can also arrange to have a meeting to discuss your child's needs.

We use the 'graduated response' which ensures that you are part of the process every step of the way. All nursery practitioners will work together to carry out observations which track your child's learning and monitor progress. The nursery SENDCos and your child's key person will also tailor the EYFS to provide activities for your child's individual needs and interests. The Nursery may seek advice from the Area SENDCo or any other professionals - such as the Health Visitor or a Speech and Language Therapist, who will liaise with us and who can help to assess the extent to which your child may need extra support. An Individual SEND Support Plan (Assess, Plan, Do, Review), may be necessary, which will involve your views and have specific goals key to your child's individual needs and interests.

With your consent and with the support of the Nursery, your child may be referred to Multi Agency Identification and Support in the Early Years (MAISEY), where all relevant agencies share information to ensure that there is consistency in your child's needs and provisions being met.

There is a possibility that your child will be able to get High Needs Funding for a certain number of hours within the setting, depending on their needs and the provision and/or staffing that needs to be put in place in order to support their learning and development effectively.

All practitioners will be involved in supporting your child on a day-to-day basis.

How we will prepare and support your child in joining the setting and making a positive transition:

You will be offered a settling sessions for your child to suit individual needs of the child and their parents/carers. You will be asked to fill in an "All About Me" form, which will be shared with all staff to ensure your child is known and understood as quickly as possible during the settling process.

With regards to transition to and from another setting, we will support this by setting up a communication book between settings. We may also involve the Area SENDCo for a transition meeting to identify and plan your child's strengths and needs.

When it is time for your child to make the transition to school, a transition form will be written by your child's key person, which will include your comments and then passed on to the school. There may also be a School Entry Plan meeting which will involve you and all professionals involved in supporting your child.

How we will keep you informed and help you to support your child's learning

There are opportunities for you to discuss your child's progress with your child's key person and/or the nursery SENDCos in any of the following ways:

- Verbal communication at drop off and collection times
- Learning journal updates
- Parent meetings and written reports
- Open door policy – where we will endeavour to set up a time during the nursery's opening hours to see your child's key person and/or the SENDCos – this will be done virtually during the pandemic.

We keep records for a number of reasons:

- Providing you with information about your child's achievements and developments
- Monitoring your child's progress
- Identifying your child's own perceptions and views
- Providing information for outside agencies who may also be involved with your child's SEND

We will:

- Ensure that practitioners within the setting will work with you to support your child at all times.
- Support for your child's overall well-being, taking account of your child's views:
 - Children are encouraged to contribute their views to planning and day-to-day routine, allowing them to follow their individual interests and share ideas.
 - We liaise with health professionals, such as the Nursery's area Health Visitor and can seek advice to support specific needs where necessary
 - If your child is needing prescribed medication, relevant medication forms will be completed by you and the Nursery will be responsible for ensuring that the medication is given at the times stated
 - Makaton, Inclusive Communication (IC) formally known as Somerset Total Communication (STC) and British Sign Language is used within the setting where appropriate to support communication.
 - Risk assessments are carried out regularly to ensure children's health and safety within the setting and the surrounding areas, e.g. for farm walks.

Who you can contact for further information

If you have any questions or require further information please contact the Nursery Manager or Nursery SENDCos. We will be happy to arrange a visit for you and your child/children to come and meet us.

Whatcombe Farm Nursery, Jack's Lane, Frome

Lucy@whatcombefarm.com / rachel@whatcombefarmnursery.com

01373 471 452

This Policy links to

EYFS Special Educational Needs: 3.67, Information and Records 3.68

SEN Code of practice: chapter 4: Identification, assessment and provision in early education settings

EYFS overarching principles

Nursery Managing Director's name	Lucy Whitehead
Nursery Managing Director's signature	
Date policy was reviewed	March 2021
Date of next review	March 2022 or earlier if required

