**Wandsworth Early Years Settings Information Report for Little Fingers Nursery Feb 2017**

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| **Statement linking early years settings to the Wandsworth local offer:**  **OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**  The purpose of a local offer is to enable parents and carers to see clearly what services are available for children with Special Educational Needs and Disabilities (SEND) in their area and how to access them. The following questions and answers forms our local offer and shows how we provide for these children. |
| **Name of setting and introductory inclusion statement**  Little Fingers Nursery aims to offer care and choice to all children whatever their ability or needs. Every child has the right to access a broad and balanced curriculum. We believe that every chid can succeed in an environment where they feel safe and valued, To achieve well in their early years we will ensure that effective provision is in place. |
| At Little Fingers Nursery the Special Education Needs Co-ordinator SENCO is  Wendy Robins.  She can be contacted at the nursery on 020 8874 8649 or [lfn@ststephensputney.org](mailto:lfn@ststephensputney.org)  Definition of Special Educational Needs and Disabilities:  Children have Special Educational Needs if they have a learning difficulty that calls for Special Educational provision to be made for them. They may:   * Have a significantly greater difficulty in learning than the majority of children of the same age. * Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children within the area of the local education authority. |
| **What should I do if I am concerned about my child’s progress or special educational needs?**  Initially discuss your concerns with your child’s key worker and / or the nursery manager Wendy Robins. We are able to offer advice about other professionals such as :   * the Family Information Service * health visitors * speech and language therapists * children’s centre staff * the inclusion officer for our area   We can access support from the Area Special Education Needs and Disabilities (SENCO), and Early Years Advisory Team (with your permission). If your child’s need has been referred to a specific team, we will help you in accessing support from them. |
| **How does the setting decide whether a child has special educational needs and what extra help they need?**  For all children, the role of the key person is to develop trusting sensitive relationships with parents and children to enable respectful sharing of information. The key person will support your child during our sessions, helping your child’s needs to be met through exciting learning opportunities. Your child’s key person will observe your child at play and make assessments regarding their learning and development. You will have the opportunity to share these observations alongside photos and pieces of your child’s work.  Ongoing observational assessments are made of all the children and are linked to the Early Years Outcomes document. If your child’s key worker has identified a possible individual need, they will discuss this with you in private, and plan together with the SENCO to support your child’s learning and development.  Our SENCO will give support and advice to your child’s key worker and other staff in our setting. She will also work (with your permission) with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from the Area SENCO and Early Years Advisory Team with your permission.  We welcome parents and professionals sharing reports from other agencies in order to plan appropriately to meet the child's needs. We will ensure that parents and the child are closely involved throughout and that their insights inform action taken by the setting. We will follow the principles and commitments of the Early Years Foundation Stage statutory framework in involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. We will follow the graduated approach with the four stages of action: assess, plan, do and review. This will ensure that all children with SEND receive personalised assessment linked to their individual needs.  If a child already has a Education and Health Care Plan (EHCP) in place, we will work in conjunction with this. If it is thought necessary that one is needed, we will work closely with the parents to obtain one. |
| **How will I know how my child is doing and how will you help me to support my child’s learning?**  We are a very welcoming and happy setting, with very good relationships with our families.  We have daily opportunities at the start and end of each session when parents or carers are welcome to tell us of their child’s progress.This also allows opportunities for two way communication between us. We ask parents or carers to contribute to their children’s learning journeys by way of posting information on our “wow board” as well as by face to face conversations. Photographs of the children and nursery life are often emailed home. Our lobby area includes lots of displays of information. Parents are welcome to ring or email the nursery at any point.  Details of each child’s progress are shared with parents at the Two Year Old Progress Check and at the end of every academic year. Parents can make private appointments at any time to discuss their child’s progress with the key person, or the manager and SENCO. All SEND children will be reviewed more frequently as part of the graduated approach and their parents will be invited for regular review meetings. |
| **How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?**  Children are encouraged to spend time with their key person working together on learning opportunities thus building a close relationship which should enable the child to feel safe and happy to talk about any difficulties, what is important to them and their progress. The child will be always kept up to date with how we are working with them using the graduated approach of assess, plan, do and review. The child’s views will inform the actions we put in place. Children choose some of the daily activities which is recorded on the weekly planning charts. Children’s achievements are celebrated at circle time with their peers. Children are also helped to develop an understanding of their uniqueness as an individual. |
| **How do you assess and review my child’s progress?**  The progress of every child is regularly monitored with reference to the Early Years Outcomes documents. Staff conduct regular observation of children and plan for their next steps in learning. Regular tracking of children will highlight progress made or any developmental concerns.  Children with SEND will be regularly monitored and will have their individual SEND plans reviewed by the SENCO who will, in conjunction with the parents and outside agencies, where appropriate, regularly set targets and discuss progress made. |
| **How is teaching and the curriculum adapted to my child’s needs?**  The nursery staff will use their professional judgement to plan a tailor-made approach; each child will be given opportunities to join in activities with adaptations which will give them the chance to explore at a speed that is appropriate to their own needs. If necessary, we may work more closely with the child on an individual basis or in small groups. Staff are able to undertake appropriate training to ensure that they can meet the needs of children.  **How do we support children with their literacy and numeracy development?**   * The indoor and outdoor environments are set out to provide many opportunities to support early literacy and numeracy skills. * Children are given regular opportunities to count and match to numerals in practical activities, such as counting the number of cups needed for snack time or the number of children present that day. * We will work at the pace of the individual child, providing support and extension activities as appropriate.   **How do we support children with Speech, Language and Communication needs?**   * We use visual timetables and behaviour boards as appropriate * We use a series of social skills and communication activities as appropriate * We have a library with a good selection of books which may be taken home.These include many books in languages other than English.   **How do we support children with their gross and fine motor skills?**   * We have a wide range of resources to promote fine motor skills and later, handwriting skills. These include resources such as threading, cutting, peg boards, triangular writing equipment. We also use appropriate software on the nursery computer and iPad to support early writing. Children are encouraged to mark make at the earliest opportunity using a wide range of materials e.g. iPad, paints, felt tip pens, pencils, chalks, sand and shaving foam. |
| **What support is there for my child’s emotional well-being**?  We have policies in place for managing behavioural and emotional development.  We have an experienced team who have all worked with children who require extra support. Staff are trained in child protection and safe guarding. Each child is valued and their self-esteem and confidence is supported. Each child will be given the opportunity to voice their own views and ideas and express their needs to their peers and the staff team. |
| **How do you promote positive behaviour?**  We can offer advice and strategies to cope with inappropriate behaviour. We have a set of procedures for managing behaviour and will work with parents to support strategies for use at home as well as at nursery. Further details can be found in our “Policies and Procedures” folder. |
| **What training and specialist skills do the staff supporting children with SEND have?**  Our SENCO has completed the Role of the SENCO training, and attends SENCO network meetings, and cascades this information to other staff .  Some staff have attended communication and language training. We regularly work in conjunction with the Speech and Language therapists and invite them into the nursery to share their knowledge. |
| **What do you do to make the setting environment and curriculum accessible for all children?**  Little Fingers Nursery is based in St Stephens Church, a small modern single floor building with double doors opening onto a large secure hard standing play area with a ramp. The nursery have the use of a large bright and spacious main classroom, toilet facilities including a disabled accessible toilet with Nappy changing facilities and a large indoor hall.  Signs and posters around the setting are used with pictures helping children identify equipment and play areas. Some signs are available in different languages.  We provide multi-sensory activities, tripod pens, emotions resources, dolls and equipment, visual resources are all available.  Funding can be applied from the Local Authority to purchase extra specialist equipment if required to meet the needs of children with SEND. |
| **How will my child be included in activities outside of the classroom?**  When staff are planning an outside activity, risk assessments will be undertaken to determine which areas of support and additional equipment individual children may need. Parents will be invited to discuss ways to achieve full inclusion in our trips and outside visits and may accompany us. |
| **How will the setting prepare my child to join the setting and transition to the next school?**  When a place is accepted we ask all parents to complete an enrolment form which gathers the information we need to ensure that we can plan appropriately for a child. This is discussed when the child and parent visit for their settling in sessions and here they have the opportunity to discuss any concerns about their child. We have a very flexible approach to settling in, taking the lead from parents on how best to manage the process.  Outside agencies who are already involved in the child’s care are also invited to visit the nursery and advise us. We can seek relevant training before the child starts.  Transitional reports from other settings the child attends will be requested.  When the child moves to another setting a report is forwarded and an offer for them to visit the child in our setting to help with the transition. |
| **What specialist services from outside does the school use to help meet children’s needs and how do you work together?**  We work alongside health visitors, speech and language therapists, inclusion team officers, and outreach workers from Wandsworth Council early years support teams as well as private advisors. We will work together with them in setting targets, planning and reviewing, as well as attending any Team Around the Child (TAC) meetings where necessary. |
| **What will you do if my child has medical needs?**  Our aim is to ensure that pupils with medical needs receive proper care and support at nursery, and that such children are able to integrate as far as possible into everyday nursery life. Any health issues will be supported by our Nursery Manager and first aiders, who will oversee medical needs and the administration of medicines. Advise and guidance from outside specialist agencies will be sought when necessary  It is the parent’s responsibility to inform the nursery of any ongoing medical condition and to update the nursery of any changes to the condition and/or treatment. This must be done in writing. The staff will ensure that any medication kept in the nursery is kept up to date, and disposed of appropriately when past its expiry date. |
| **What should I do if I am unhappy with my child’s support or progress?**  If at any time you are unhappy please come to us to discuss the matter to see if it can be resolved. If you are still unhappy, our Complaints procedure is displayed in the hall, in the “Policies and Procedures “ folder and is also in the nursery handbook. |
| **Where can I go for further advice and support?**   * [Wandsworth Information Advice and Support Service (WIASS](http://search3.openobjects.com/kb5/wandsworth/fsd/service.page?id=rWZAJCKJCOY)) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email [wiass@wandsworth.gov.uk](mailto:wiass@wandsworth.gov.uk) or telephone 020 8871 8065 * [Contact a Family - Independent Support](http://search3.openobjects.com/kb5/wandsworth/fsd/service.page?id=sh8erluISWA) Contact a Family Wandsworth (CaF) provide impartial, free and confidential , Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment.  To book an appointment with an Independent Support worker telephone 020 8947 5260 or email [iswandsworth@cafamily.org.uk](mailto:iswandsworth@cafamily.org.uk) * The Wandsworth Parents’ Forum “[Positive Parent Action”](http://search3.openobjects.com/kb5/wandsworth/fsd/service.page?id=o_kKzokOqs4) works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) telephone 020 8947 5260 or email [info@positiveparentaction.org.uk](mailto:info@positiveparentaction.org.uk) * **More information** about Wandsworth’s local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at [www.wandsworth.gov.uk/localoffer](http://www.wandsworth.gov.uk/localoffer) . The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email [fis@wandsworth.gov.uk](mailto:fis@wandsworth.gov.uk) Text 07797 805 456 with “FIS” at the beginning of your message. |

***The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.***