



Rosemary Nursery School
Special Educational Needs and Disability (SEND) Offer

This document should be read in conjunction with our:

- SEND Policy
- Accessibility Policy
- Teaching and Learning Policy

They can be found on our website

Rosemary Nursery School offers early education for children aged 2-4-years-old.

The Nursery School has two classrooms for children aged from 2 years old to 3 years old called class 1 and class 2.

The classrooms are thoughtfully designed to offer a safe, nurturing and enriching environment both inside and outside, where children are happy to explore and learn. The ratio of staff to children is one to four for two-year olds and one to thirteen for children 3 years olds and over.

We deliver a broad, and balanced curriculum that has been developed to reflect our diverse community. Our approach aims to provide all children with high quality teaching and learning opportunities, responding to children's individual needs and learning styles.

The team provides inclusive and individual support for children with a range of additional needs, more specifically the child's key person, aims to develop positive and supportive relationships with children and their families, making links with children's centre and family support services if required. The Sendco works alongside children, families and the team, liaising with other agencies to establish early identification of children's additional needs.

If you have concerns, about your child's development, you can talk to?

- Your child's Key Person or Class Teacher
- To the Special Educational Needs and Disabilities Coordinator (SENDCO)

Together the team and SENDCO will listen to your concerns, make further observations of your child to inform and guide any support that needs to put in place.

Meet The Teams.

Head Teacher.

Catherine Bolam.

SEND Governor.

Adyern Zajicova

SENDCO

Rachel Barnwell

Class 1

Teacher – Rosie Armistead

Early Years Practitioners – Anita Geracitano, Asma Mohamed, Jaki Collard, Jane Monks, Debbie Moore, Carly Powell

Class 2

Teacher – Kate Tichehurst

Early Years Practitioners – Dawn Gaylard, Claudia Forbes, Khadija Mahmoud, Sucaado Muuse

How will the setting know if my child needs additional support with their learning?

How will I know if my child is making progress?

- Detailed observations are made of children's learning and development during their focus observation week. That happen at least three times a year, they include the child's strengths, areas of challenge and interactions with others. The focus observation helps to identify the child's future learning priorities. If your child is identified as needing additional support we will observe them every term to monitor their progress and development closely.
- Focus observations weeks are recorded in your child's individual learning diary, which is fully accessible to parents/carers through the use of Tapestry software.
- Children's progress is assessed using our progress and development checker that is based on the early years foundation stage development matters document. As well as the Bristol differentiated early years outcomes if appropriate, children are assessed on entry to the setting, as part of their 2 year check and then during their focus observation weeks. This will be shared with you during your parent teacher meetings that are held the week after your child's focus observation week.
- Where it is highlighted that children are developing out of step with more typical age related expectations, the Class Teacher will share these concerns with the child's parents/carers and school Sendco.
- An internal referral will be made for the Sendco to observe and assess your child's learning.
- A play plan may be made to support your child to learn and achieve, or if required an individual provision plan or non-statutory support plan will be written. Play plans, Individual provision plans and non-statutory support plans will be reviewed alongside children's focus observation weeks. They will contain specific targeted interventions that support your child's needs to ensure that they progress.
- Following evidence gathering through observation and consultation with parent/carers, a joint decision may be made to refer your child to an outside agency, to further assess your child's additional needs and access specialist advice to support progress
- Multi agency meetings will be organised when a child has other agencies working with them so that they can inform and contribute to children's play plan or individual provision/support plan.
- The setting or parents/carers can request for an education, health and care needs assessment when they are concerned about the child and/or the progress they are making. Making a request for an Education, Health, and Care needs assessment is the start of the process/procedure for an Education, Health and Care plan (EHCP) to be written for a child. An EHCP is a statutory document outlining the child's strengths and areas of need and how their needs must be met.

What different types of support and learning interventions are available at the setting?

- We aim to provide high quality teaching and learning for all children, building on prior learning and understanding.
- Class teams plan with specific learning intentions in mind, reflecting on the children's learning, strengths and interests.
- These learning intentions are differentiated to suit a range of learning needs and styles.
- Children experience different types of teaching and learning opportunities, e.g. Indoors, outdoors, in key groups, one to one focused times, or adult-child interaction in child initiated play.
- Staff play alongside your child with planned activities and targeted strategies, e.g. social interactions or turn taking skills
- Advice from other agencies will be reflected in individual plans for children's learning.
- These agencies may include: Speech and language therapy. Community Paediatrician. Physiotherapy. Occupational Therapy. Educational Psychology. CAMHS. Bristol Autism Team.
- Targeted strategies will become more specific as they reflect the advice given from other appropriate professionals. These strategies may take place 1-1 or in small groups
- Targeted strategies are different from and additional to the everyday quality classroom teaching. .
- Use of visual cues and timetables. iprint software and photographs are used to produce visuals for individual time tables. Objects of reference and visuals cards are also used to support children's learning and their understanding of routines or transitions.
- Use of Now and Next boards
- Use of Makaton signs alongside language.
- Use of Picture Exchange Communication System, where appropriate.
- The level of support and type of interventions used will reflect the child's unique needs.

How is the curriculum matched to my child's needs?

- The curriculum at Rosemary has been designed to meet the diverse needs of our learning community, key experiences are offered to all children, inclusion is at the heart of our practice and all children are supported to join in with all curriculum experiences.
- Class teams reflect on and respond to children's learning in the moment and on a daily basis to inform future planning.
- Weekly staff meetings are established to make plans for the coming week, as well as project plans based on children's prior learning, interests and strengths.
- Through monthly whole setting meetings/training.
- These plans for both the inside and outside learning environments take into account children's different learning styles.

How accessible is the setting?

- The setting has a thorough 'access plan' that outlines the inclusive environment.
- There is an accessible toilet in the setting.
- There are changing tables suitable for managing 2, 3, & 4 yr old children's personal toileting requirements, changing nappies etc.
- A shower unit has been installed and can be used when required.
- Risk assessments and Personal Emergency Evacuation Plans are written to assess any level of risk, or concern regarding access or danger, and how this risk can be reduced.
- The setting draws upon the expertise of some staff who are able to converse, or to translate in a variety of languages.
- The setting receives funding for all children up to 15 hours a week or for 30 hours a week for eligible children
- Additional funding for children with SEND can be applied for through the Early Years SEN panel. The teams work closely with parents/carers as well as other professionals to prepare documentation for this panel
- Funding is allocated by a need type and band level using the Bristol Universal Descriptors.
- Specialist equipment is also available to the setting following advice from the Occupational therapy or Physiotherapy teams.

What support is available for my child's overall wellbeing?

- Practitioners are trained in Paediatric First Aid.
- Specific staff have also trained in the administration of medication.
- Health Care plans are written in detail using our electronic system medical tracker ensuring children's specific needs and requirements are recorded and shared with everyone working with your child.
- The setting has a Special Educational Needs Policy and a Behaviour Policy.
- We use jigsaw as a whole school approach based on mindfulness to support children's personal, social and emotional development.
- Strategies to support positive interactions and behaviour are implemented, based on conflict resolution strategies, to highlight the thoughts and feelings of others and the consequences of actions upon others.

How will you support my child to transfer to future settings?

- When your child moves to another setting we will make contact with the transfer school.
- A transition meeting will be held and all agencies involved will be invited to attend. Records will be transferred regarding children's SEND, the progress they have made and actions for the coming year. Any particular special arrangements or requirements will be agreed and put into place.
- The transfer school may also make additional appointments/visits for you and your child.
- We aim to make the transfer to a new setting as smooth as possible for both the children and their families.