



## Local Offer

### Supporting a Child's Educational Needs

We support and plan for children as individuals therefore any areas where the child may require extra support or help can be identified. We carry out observations on all the children all the time and make our assessments every 8 weeks. We share the child's learning and development with the parents/carers. It is important to share this information and progress that the child is making in relation to all the different areas of development. Parents/carers are asked for their input into their child's next steps once the records are shared. If a child needed extra support an IEP (individual education plan) or play plan may be put in place with further input from the parents/carers and any other outside agencies. The staff will support the child by ensuring that a focussed plan for the next steps is completed. Each child is allocated a key worker who is responsible for completing assessments and next steps. We also have a SENCO who attends specific training to support and advice if there are any concerns about a child's development or behaviour.

Each child will have a focus week where the key worker can identify and document specific experiences towards that child's learning and development. As the key worker knows their key children and their individual needs they are able to plan experiences to move each child forward with their learning. Observations are made on all the children all of the time to ensure evidence is gathered to support their development.

The nursery has an EYP (Early Years Professional) who leads the children and staff. There is a senior practitioner who supports the EYP in running the setting. There are a further 3 staff with level 3 qualifications and 2 that are currently training. The setting works alongside other agencies that may be involved in the child's care.

Trainings attended by the staff are mostly provided by the Early Childhood Service. These include 'Early Language and Development', 'Attachment and the Key Person', 'Characteristics of Effective Learning'. Practitioners discuss and feedback any information gathered from trainings during monthly staff meetings. Termly reviews are also held between the manager and practitioners to discuss the effectiveness of any training attended as well as future training needs.

Most of the resources are accessible to the children both inside and out. All experiences are age/stage appropriate and include all the children. Detailed care plans are completed by the parent/carer and discussed with the key worker frequently to discuss the child's next steps of development.

The whole area inside and out is accessible to wheelchair users. There is a ramp into the building as well as an accessible toilet facility. The nursery uses visual prompts to support all children in particular toileting and snack times. These visual prompts also support children with English as an additional language.

Each child is given a set of forms when they start and it tells the practitioners what the child likes, dislikes, what they like to eat and play with. We also ask if the child has any comforters as well as members of their family and who they live with. During the last 2 terms before the oldest children leave to go to primary school, the practitioners take small groups into another area and focus on more structured activities that support recognition of colours, numbers, their names etc. The local primary schools often visit and there are opportunities to share information about specific children as well as their own learning journals.

Any funding that is allocated is discussed with all the staff during meetings as well as any outside agencies that support the child. The setting also receives support from the Early Childhood Service who are there to support us.

Daily feedback is given to parents about their child's day, verbally or in the form of a 'home book'. Parents/carers are welcomed to write in the book to share their thoughts on the child. Key worker meetings are held for the parents and key person to allow time to discuss any development/areas to focus on. Your first point of contact would be your child's key worker or the manager of the setting. There are also links with the local children and family centre who can signpost further help and support.