***Amberley Nursery and Forest School Local Offer***

What Specialist Services and Expertise are available at or accessed by the setting?

*At Amberley Nursery and Forest School we liaise with outside agencies to provide the best support possible to children and their families. Some of the services we have worked with are ISEND, the Child Development Clinic, Occupational Therapists, Speech and Language Therapists, Early Communication Support Workers, Physiotherapists, Keypeople and the Home Start Service. The vast majority of staff members at the setting hold a NVQ level 3 in Childcare and Education. The managing director, Clare has completed her honors degree and an additional staff member is currently undertaking her level 4 qualification.*

What training are the staff supporting children and young people with SEND had or are having?

*At the setting we have attended training on Autism, Disability awareness training, TEAL training, Makaton, Behavior Management, SEND legislation and SENCO refreshers courses. We have gained a wide range of knowledge from working alongside other services.*

How will my child/young person be included with activities outside the classroom including school trips?

*At the setting planning is tailored to each child’s individual needs and interests. We will adapt activities to best suit each child’s learning style. We like to invite family members to join us on outings, providing support to the children with the change in routine and for reassurance. We risk assess all outings for the safety and inclusion of all involved and will always seek to adapt our outings depending upon the needs of our cohort of children.*

How accessible is the setting environment?

*At the setting there is one step up in the main entrance hall, and one small step down from our preschool exit to the garden. We have an accessible toilet, which is fitted with rails and alarm system. At the setting we are always willing to assess our environment to see if we can make reasonable adaptions as the needs of our children and families change.*

How will the setting prepare and support my child transfer to a new setting or the next stage of education and life?

*At the setting we work with outside agencies and families to prepare children for their transition. We actively encourage parents to visit their child’s school. We will provide an up to date summative assessment for each child, and include copies of their Setting Based Support Plans. We attend transition meetings at the school liaising with families and all relevant professionals, to discuss the needs of the child; as well as what strategies are effective, both at nursery and at home. In the lead up to a transition we include role-plays, books and activities into our sessions at nursery, aiming to achieve a smooth transition.*

How are the setting’s resources allocated and matched to children’s special educational needs?

*There is no set budget for SEND as the children’s needs are ever-changing. We can seek additional financial support for resources, training and additional support staff when required through the Early Years Inclusion Support Fund.*

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

*At the setting we have a wide range of knowledge regarding children’s development and identifying areas that may require additional support. We complete 27 month reviews in partnership with each child’s health visitor and their parent or career. Learning So Fars are also completed annually and parents meetings are held. Children’s progress is tracked daily and each term the section leaders will compile this tracking into a Summative Assessment. Cohort tracking is also completed by the SENCo at the end of terms 1 and 4 to assess the nursery’s progress as a whole and make comparisons between groups of children. All of these tasks, as well as the time we spend with, and observing, children enable us to recognise where children may need additional support. Each child at the setting has a key-person who tracks their progress, and regularly feeds back to families. We invite families to speak to the SEND coordinator if they have any concerns.*

How will Early Years setting support my child’s needs?

*At the setting all staff will support your child and their individual needs. If a child has a Setting Based Support Plan these will be reviewed every six weeks and full input from families is encouraged. Key people identify Possible Lines of Direction for each child, these are shared with families and we welcome home observations. We complete Learning so Far’s and collect the voice of children and their families within these. We will always seek advice and support from outside agencies where required.*

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

*At the setting we provide daily verbal feedback each session your child attends, for the under threes there is also the option of a written daily sheet. The Leaning so far’s and Summative Assessments are designed to give families a summary on how their child is accessing and developing within the seven learning outcomes within the EYFS. We are always happy to discuss the Early Years Foundation Stage framework with families. We hold parents meetings to discuss your child’s development in greater detail. We welcome home observations and family news.*

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

*At the setting we will work with outside professionals and families to each child’s well-being. We support children with personal care and support families at home with different ideas and strategies. If a child needs medication we can give prescribed medications and will always seek to find additional training where reasonable to meet the needs of the children in our care. During the term time we run Forest School sessions for over threes, there is a wide range of available research into how this supports children’s development within the prime areas of learning.*

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

*At the setting initially we will meet with families to discuss children’s needs. Where necessary we will liaise with outside agencies to seek support for children and families. We aim to ensure that everyone is involved with the decision making process, especially families as they are often the people who know their child the best.*

How are parents involved in the setting? How can I be involved?

*At the setting we work in partnership with parents and families to support children’s needs and ensure that they are able to fulfil their full potential. We encourage parents to actively take part in their child’s learning by giving them detailed feedback and informing them of Possible Lines of Direction for their child and contributing to their child’s needs and development. Family volunteers are always welcomed.*

Who can I contact for further information?

*At the setting you can contact your child’s Keyperson, SEND coordinator Lisa Gray, or the Nursery Management team Amy Cruttenden (Manager), Lisa Gray (Deputy) are always on hand to discuss your child’s needs. We are happy to communicate via email, text, phone or in person. If you would like to book a show round we would love to meet you and your family.*

*Please look at our website for further information* [*www.amberleynursery.co.uk*](http://www.amberleynursery.co.uk)

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