



Special Educational Needs and Disabilities (SEND) LOCAL OFFER

A guide for Parents/Carers to how we support children who may have additional needs.

At Daisy Chain we believe all children have an equal right to be supported in a way that is appropriate to their individual needs. We aim to ensure that the support we offer is applicable to each child and family. We feel strongly that it is our role to ensure that we can offer whatever support a child or family need so they are treated fairly and can access our setting equally.

We hope the answers to the questions below give you the information you need, but we appreciate that each family has their own unique needs, so if you require further information please feel welcome to contact us.

1. How do we know if children need extra help and what should you do if you think your child may have special educational needs or disabilities?

We aim to get to know your child as quickly as possible as this is the foundation of our work with them. We offer a number of taster sessions to help your child settle with us, during which time we build a strong relationship with you and your child and learn as much about your child from you as we can, as you know your child best.

If you have informed us that your child has or may have special educational needs, we may arrange a pre-start meeting which can include a member of the 'FIRST Visiting Team'. At this meeting we will discuss your child's needs and make an action plan to ensure we meet these needs within the setting. If your child attends with us and you become concerned about any area of their development, please share this with us as we are in the position of offering help and assistance to you and can access the help and support of other professionals with your consent.

Once your child starts with us, we continually observe them. This helps us to identify their progress in all areas and plan for their further development. If at any point we are concerned about your child's progress or observe any difficulties in their learning we will arrange to meet with you to share our observations.

It is essential for us to continue to share information between us, as this will ensure continuity of care which is important for your child, and give us all the details about your child (for example, they may not be talking at nursery as English is a new language to them, but you can let us know if they are talking fluently in their home language).

We do regular (6 weekly) progress reviews which show the progress and development of each child. These are shared with you on a regular basis.

2. How do our staff support your child?

Each child is allocated a key-person who will gather information about them, through observations of their learning and sharing information with you. We evaluate and plan for their future development through next steps on a 6 weekly cycle.

Daisy Chain

194 Three Bridges Road Crawley West Sussex RH10 1LR. Tel: 01293 533397. Ofsted No. EY416700

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If the key-person feels your child may benefit from extra support, we have a member of staff who holds the role of SENCo (Special Educational Needs Co-ordinator). They will work with your child's key-person to identify the support required, and liaise with yourself and outside agencies if agreed necessary, and with your consent (e.g. the FIRST Visiting Team, or Speech and Language therapists).

If appropriate we may make specific plans for supporting your child in the form of an I.E.P (Individual Educational Plan) or action plan. Your child's key-person will ensure that any agreed tasks are carried out and the educational programmes are explained to you.

The key-person is responsible for informing the whole staff team on matters relating to your child's care, for example specific dietary requirements; intimate care routine; health care plans. Where necessary we will make changes to our routines and environment to meet your child's individual requirements.

We have many strategies in place that are beneficial to all children, and often in particular for children who have additional needs; an example of these can include a visual time-table; flash cards; photo book of the nursery; kindness tree; agreed management of specific situations; feely boxes; and puppets.

Our staff may attend specific training courses where required.

3. Are the activities on offer suitable for your child's needs?

We plan for each individual child, so all the activities will be carefully chosen to ensure they are suitable for your child. Many of our activities are open-ended so children are able to use them to their own abilities and explore them freely at an appropriate level for them, for example, music with dance ribbons, where one child may just like the feel of the soft ribbons, and another child want to spin round with them; mark-making outside with brushes of different sizes; exploring sensory materials such as shaving foam, playdough, soap flakes. If a child needs an IEP (Individual Education Plan) this will be drawn up with you to identify the appropriate support. This may include specific activities that the FIRST Visiting Team, or any other agency such as speech and language therapist, have guided us on. The key person will ensure that the activities are carried out. We will plan this with you so you are able to input your ideas and be in agreement with our plan.

The nursery is laid out with defined areas which enhance the children's learning, for example role play area; ICT area; Construction area. We offer a free-flow environment so each child can work in the area they are most comfortable in, and be able to make choices on what they do. Staff will engage with them during their play to support and enhance their learning and adapt activities or supply specific resources as required.

4. How will both you and I know how your child is doing, and how will we help you to support your child's learning?

We like to involve and include you in every step of your child's time with us. We understand that parents equally require support individual to them. We are sensitive to parents' needs and are happy to offer any help as you may want from us. We will do this in whichever way is most appropriate to you.

Keeping in regular discussion with you is really important to us in sharing information.

Continuity is essential so that your child receives consistent care.

You can talk to your child's key-person every-day and share information whilst bringing and collecting your child. We offer an open-door policy so you are able to come in and discuss

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any issues freely with us. We are happy to give advice on any matters concerning your child, or will guide you to where you can gain this advice.

We maintain a learning journal for your child, in which we record regular observations of your child's learning, which help us monitor their development and we carry out 6 weekly progress reviews on 7 areas of learning, which include a 'Parents Voice' where we ask your input into this planning. We will share with you activity ideas which you may like to continue at home.

The individual progress reviews are included in group progress monitoring which is carried out termly by a senior member of staff. Your child's progress reviews are used to help decide the next steps for each area of learning. We encourage you to meet your child's key-person regularly, via termly parent's evenings, and are happy to arrange any other meetings as you may find useful.

Some parents like to have a communication book, where we add any information that we wish to share with you at home, and you can add relevant information that you would like us to have.

We have a FIRST Visiting team meeting every term where applicable, during which the advisor spends a little time observing your child in our setting, and then holds a feedback session with yourself and your child's key-person to share their observations and agree an action for continued support.

5. What support is offered for your child's overall well-being?

Your child's key-person will gather information about their routines and needs. If there are any medical needs, we will identify these in a health care plan and we can give prescribed medicine if this is required, following our procedures which include written permission from yourselves and clear information on what is required. If specific training is required, e.g. EpiPen, we will arrange this for our staff team. All of our staff receive regular Paediatric First Aid training.

We ask for details of any allergies that your child may have so that we can ensure these are catered for, e.g. purchasing Soya milk; providing a vegetarian meal. Children have a green place mat for meals, and if they have any allergies they use a red place mat and red plate to ensure they consume the correct food/drink.

We can make adjustments to any part of our routines and care, for example providing alternative sun cream for a child with a skin allergy.

We understand that personal care and routines, such as toileting, feeding, must be consistent with what your child is familiar with, so we will work closely with you to ensure that we achieve this.

All children have a right to be respected and supported in the setting. We have strategies in place to support children with their social skills and behaviour, which include such actions as having 'golden rules', a kindness tree, which all help to encourage good behaviour and teach children strategies for managing their emotions and feelings. All children are safe in the nursery as we have a high ratio of staff to children and strict safety procedures in place.

Each key-person has flash cards to help support children's communication skills and they encourage the children to have their own views and respect each other. We use Makaton signs around the nursery and staff understand the importance of non-verbal communication to help support all children.

The staff receive regular training and support, either in-house, by senior practitioners, or through external training courses on all areas of children's care and learning.

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6. What specialist services or expertise are available for you and your child?

We have a member of staff who is our designated SENCo (Special educational needs coordinator) who receives regular training and support. Our SENCo advises all our staff on supporting individual children. We work closely with the FIRST Visiting team. We are able to gain informal advice from the FIRST Visiting team, if any of us are concerned about your child's development but not sure what actions would be most suitable. All our staff are trained, and we aim for the majority of our team to have a level 3 child-care qualification. Our staff go on continuous training, and this includes training on specific areas, for example, 'Talk, Talk, Talk' which looks at how to support children's speech and communication development. We work with other professionals that may come into our setting such as speech therapists, social workers, health visitor, outreach worker. We are happy to work closely with any professionals who may be supporting your child. We allow professionals into our setting to support your child if you are in agreement with this. We ask you to share any information that may be applicable to support your child's development, for example a report from a child development centre. We are happy to include any advice you are given into the work carried out at the nursery to ensure a consistent approach and to support work you may be doing at home. Your child's key-person will keep a record of this and include the information into their learning journal.

7. What training have the staff supporting the children with SEND had, or are having?

Our staff attend a number of continuous professional development training courses over the year, and some of these will be chosen to support a specific child. An example of our recent training courses include: Attachment and the Key-Person; Talk, Talk, Talk; Promoting Positive Behaviour; Working with children who have English as an Additional Language; Prime areas of learning; Stimulating environment; Meaningful Interactions; Let's Get Talking; Including All Children; SENCo/Inco network meetings; Sensory Play.

8. How will your child be included in activities outside the setting, including trips?

We let you know if we are going on trips and invite parents to come if they want to. All children are invited to join in all activities. We will plan activities and outings for individual children so that they are specific to your child's interests. We plan the outing to be applicable to the children's needs so can make any necessary plans to support your child during the outing. E.g. offering a higher staff:child ratio. We plan and evaluate activities and outings carefully which include carrying out a risk assessment, and children on outings will be supported by their key-person. Staff follow clear procedures during outings, including the equipment they take, e.g. only nursery mobile phone; high viz jackets for everyone, wrist straps, and an emergency pack. We complete an outings form which shows details of everyone on the outing and includes the learning intentions of this activity.

9. How accessible is the setting?

Our designated baby unit has a first floor which unfortunately is not accessible to wheelchair users, however the staff are happy to help if you need assistance in accessing the nursery. The pre-school building is accessible for wheelchairs. The pre-school building has an accessible toilet which can be used for anyone requiring it.

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We use Makaton symbols around the nursery, and the staff support the children's understanding with the use of individual flash cards.

We can access whatever help is required for a family to be able to use the setting, for example, arranging an interpreter during registration and taster sessions.

We have dual language books for the children and include a range of languages used by our children at home around the nursery and on displays.

We are able to access additional support for example the LE funding leaflet that is available through West Sussex County Council in a range of different languages.

Our staff are happy to spend additional time giving support to parents if required, such as talking through the All About Me forms rather than asking for these to be written out.

10. How will we prepare and support your child on settling in and transfer to a new setting (e.g. school)?

When your child starts with us we aim to gather all information about their current needs and abilities through the All About Me form. We arrange a series of tasters, the first of which you stay with your child, and meet your key-person and get to know the environment your child will attend. We then arrange a number of subsequent short taster sessions for your child to stay, which help them to build a strong relationship with their key-person and become familiar with our setting, before they attend for the full session. The number of sessions required will be based on responding to how your child manages them and will be arranged in agreement with yourself. If your child is moving to a new setting (i.e. another nursery), we complete a transition form, which is sent in the post, or with yourselves, to share with the new setting. We ask you to pass their learning journal to the new setting. If your child attends with us and another setting we ask your permission to share information between us to ensure that we are offering a consistent approach. This is usually done by phone. If your child is due to start school, and is being supported by the FIRST Visiting team, we arrange a transition meeting to discuss how we can ensure a smooth transition. During this we may discuss any specific strategies that we have found useful and how to support your child best. We have welcome books from the local schools, which include photos of the classrooms, which are shared with the children and we talk about what it will be like. We encourage parents to take the child to visit the school. We carry out school visits with the children with some of the schools close to the nursery. Teachers from some schools visit us so they are familiar with the pre-school experience your child has had. The children attend a number of settling in sessions at their new school.

11. How are our resources allocated and matched to children's special educational needs?

Depending on the needs of the child we will provide the right resources and activities for them. If there are specific resources required we will discuss these with you and we have links with local toy libraries and the FIRST Visiting team via loans or grants that may support us in obtaining these. However, our intention is to provide for each child on their individual basis so we make every effort to provide whatever your child needs.

Our staff are trained and experienced in meeting the needs of individual children.

We are able to apply for funding for additional staff support through West Sussex County Council if this is beneficial for your child.

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12. How is the decision made about what type of support your child will receive?

Sometimes this is developed over a time, through 'plan, do and review'. Your child's key-person will be trying different strategies and be able to identify which ones are most effective. This could be with or without specific support from our SENCo. If the FIRST Visiting team are involved, a meeting will be arranged between us all, where we will agree an action plan. Our SENCo will work with the key-person to ensure that the support is provided. The FIRST Visiting team, family, management and SENCo will meet regularly to monitor the progress. Once decided the key-person will share this with the staff team to ensure a consistent approach.

13. How will you be involved in the nursery?

We like you to be involved all the way through the time your child is with us. We aim for you to work closely with your child's key-person and SENCo. We have many opportunities for you to get involved in the nursery, including Parents' evenings, FIRST Visiting team meetings, stay and play sessions, day to day conversations and an open door policy. We share information through daily feedback, newsletters, notice boards, e-mails, and provide opportunities to discuss progress or changes required for your child on a regular basis. We understand that there are many ways a parent/carer would like to get involved, and are happy to arrange this with you on an individual basis.

14. Who can I contact for further information?

To register or to arrange a visit please feel welcome to phone the nursery on:-



01293 533397

For further information please access our website on



www.daisychaincrawley.co.uk

Please e-mail us on:-



info@daisychaincrawley.co.uk

If you would like to discuss any issues please feel welcome to contact the following staff:-



Veronica Sullivan, Nursery Manager,



Nikki Thompson and Claire Ninsrar, Deputy Nursery Managers.



Grace Plowman, SENCo.

Our policies are available on request.

We have parent information leaflets available giving advice on specific areas, such as 'Biting' Your child's key-person will be allocated at the point of arranging taster sessions and will be a main contact between you once your child starts with us.

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