



Chestnut Grove Kindergarten SEND Local Offer

Our setting is a private full day care setting in the seaside town of Clacton-on-Sea. Places are available for children from birth to 5 years. The setting is open Monday to Friday 7.30am-6pm; children can attend a variety of sessions, 51 weeks of the year.

We are registered to take 6 children under the age of 2 and 72 children aged 2 to 5 years.

The setting is organised by group age and stage of development, there are five rooms.

Acorns birth to 2 years with 3 members of staff.

Conkers 2-3 years with 4 members of staff.

Willows rising threes with 4 members of staff.

Hollies, rising threes with 2 members of staff.

Oaks 3 to 5 years pre-school with 3 members of staff.

This is a flexible arrangement depending on the individual children's needs. The Nursery Principle and SENDco is Denise Hawke, Sabrina Havell is the setting deputy and Kristin Lamb is joint SENDco. The setting also has practitioners with additional responsibilities, these include; a named person for behaviour management, an under twos development coordinator, an equality named coordinator (ENCO), nominated safeguarding officers and a special education needs and disabilities coordinator (SENDco) and deputy SENDco.

How we identify and support your child

Chestnut Grove is able to identify and support children and families with SEND in the following ways: Our setting SENDco is **Denise Hawke and Kristin Lamb** and they are supported well by our area **SENDco Stephanie Young** with her wealth of knowledge and experience, especially with the identification of a child's needs. Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, photographs, art work, observations and comments from parents and carers. We use a tracking sheet which identifies strengths and any weakness and allows us intervene when needed. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are and how they are used in nursery, what is in them and how parents can contribute to them.

We take pleasure in sharing information about your child with you and children's learning journeys are available for parents/carers to look at any time on **Tapestry** our online learning journey. We encourage the children to stick in any post it notes, art work and photographs to have the sense of ownership. We always use to and from books with our under 2's and all children with SEND. We are extremely proud of the relationships we have built with the families of our children with SEND. Your child's key person and our **SENDco** will always support families at meetings and filling in forms as well as offering to hold meetings here at the setting.

In addition to the child's learning journey we also undertake the 2-year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-year progress check; discussing and identifying strengths as well as concerns. If the progress check suggests that a child may be experiencing some difficulties or delay in their development, it is shared with parents and options/appropriate next steps are discussed.

- For some children, the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified.
- For other we may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapists. This would be with the parents' consent.

Our Accessible Environment

The setting is a purpose-built premise. The building is wheelchair accessible from all entrances/exits. There are three accessible parking spaces at the front of the building. The building is accessed through a secured outdoor gate with a buzzer security system.

There is one accessible toilet in the building, this is an adult facility but can be used for children if required. The Nursery also has accessible toilets for the children to use.

There is a large Hallway where the children's coats and bags are kept outside their own rooms.

The Hallway is illuminated by strip lighting and some natural/day light. The flooring is made up of blue and wood effect vinyl. There is a small kitchen within the hallway with separate fridges for the children's lunches, washing machine, microwave and toaster in it.

With the exception of the accessible toilet and fire doors, the doors around the building are of standard size. The doors have viewing panels top and bottom. There are A4 signs, staff photos, which name the rooms and the toilets in a variety of languages.

There are parent information boards in the entrance area. These contain information about the setting, including some policies and photographs from our parent/carer meetings. The information boards also contain information about activities and events in the local area such as the local children's centre. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print on request and for those with English as an additional Language (EAL); this is something we continue to improve.

All the rooms are illuminated with strip lighting; there are different painted displays on the windows in each room. The walls are painted in a magnolia with display boards. Every room has a Key person board and every child has their own named pocket. Parents are encouraged to contribute any notes and photos from home regarding their child i.e. new wallpaper in their bedroom. The floors are wood effect vinyl with a section for rugs and cushions for the children's comfort and relaxation. Children can also make use of sleep mats. All the furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs.

In the baby room, there are low wooden chairs with low wooden tables for meal times, there is an area for a large mat and cushions on the floor, baby bouncers, and bumbos. We have babies' cots in our 'snug' which is a sleeping area with twinkling lights. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets of natural items are used to support play and encourage exploration.

In the rooms for children aged 2-5 the furniture consists of wooden tables and wooden chairs.

There're wooden dividers to section off different areas such as book corner, home corner. There are photos and labels on the front of the storage boxes to identify what is in them in a variety of languages and they are freely accessible by the children. Tuff spots are used to bring activities to floor level. Resources are suitable for children from 2-5 years.

The outdoor environment consists of a large artificial grassed area, a paved area and a separate area for planting and growing of herbs and flowers. All areas are on one level with exception to the growing area where we have installed a ramp. There is a mud kitchen with real utensils such as whisks spoons and stainless steel plates for the children to create wonderful dishes such as worms on toast and mud pies! There is a large sandpit which children can sit in and explore; there is also a water tray that can be moved to suit the needs of individual children. There are opportunities for mark making

on chalk boards mounted on the fence. Resources are set up daily and are chosen and adapted to suit the needs of the children attending the setting. Slides, bikes, tricycles and large soft play equipment are always on offer.

Transitions

We encourage settling in sessions before the child starts attending, visits are arranged around the needs of the family, though we appreciate this may not always be possible we do like the child to have a look around with their parents. The Principle or setting deputy will talk to parents about their and their child's preferences for a settling in period and endeavour to meet these needs as best we can. We have a transition policy and procedure we follow when children are ready to move up to another class, leave nursery to attend another setting or to move on to school. This includes visits to a new classroom, inviting teachers of onward schools to meet the children and providing a selection of ALL onward school uniforms in the 'dressing up' area.

The policy includes additional factors that may need to be considered when supporting children with additional or special educational needs, to ensure the transition is as smooth as possible. Our **SENDco** will often accompany parents to visit schools if they wish.

Our Special Educational Needs and Disabilities Policy (SEND) provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. Our SEND policy is available in the setting.

The setting works within the framework of the EYFS (Early Years Foundation Stage), each room within the setting is resourced per the age/stage and needs of the children within them.

Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. We have access to specialist teachers and welcome other professional to our setting to see children for a variety of differing needs. These include speech and language therapists, occupational and physio therapists, education psychologists and any others that a child may need to see. With the support of our area **SENDco** Stephanie Young we can apply for extra funding to support children that require 1:1 care.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal Social and Emotional Development) are the areas of focus.

In the 2-3 age phases the prime areas remain significant but there is an emergence on the specific areas of development which are Literacy, Mathematics, Expressive Art & Design and Understanding the World.

In the 3-5 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas. Activities and provision are adapted to suit the needs of the children in each age phase practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children, a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children can access the setting in a way that is appropriate to their needs.

All children have a Key Person. It is the role of the Key Person to liaise with the child's parents regarding their time in nursery. It is also the role of the Key Person to help parents to develop ways in which they can support their child's learning at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents can

Speak to their child's Key Person, manager or deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their Learning Journey. They are encouraged to share their learning journeys with practitioners and each other.

Provision & Resources

Each age phase is provided with the resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us identify some of the resources and activities available to support children's needs

Where children need access to resources that are not usually available in our setting we endeavour to access them by purchasing, we share toys between the different age phases and liaise with parents and professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting.

Some will have more experience than others but are supported by the **SENDco**. As a setting we endeavour to make reasonable adjustments for specific times of the nursery day should children require the additional support? We look to provide supernumerary staff where appropriate.

All our parents and carers are given a warm welcome into our setting. We work with and value each individual family and their views and thrive on the support given to us by those families through our parent's meetings, stay and play sessions and the warm close relationships we have with our parents/carers and their families.

Staff

All practitioners in our setting have an early year's qualification or are working towards one.

We have regular staff meetings, a regular programme of staff supervisions, peer observations and appraisals for all staff. We value opportunities to support their further professional development and they are encouraged to seek opportunities for this. Staff would be willing and able to access training to meet the needs of a child with SEND.

Within our setting, we have staff that has completed the following training courses:

Makaton (2 members of staff fully trained)

Paediatric First Aid (All staff)

Manual Handling Awareness (All staff)

Safeguarding Children Level 1 (11 members of staff)

Level 3 for Safeguarding Nominated Officers (Principle and setting deputy)

Food Hygiene (4 members of staff, all staff will be trained in food hygiene over 2017 and this will become a requirement of our setting with new staff).

Autism awareness (All staff)

Working with 2 year olds (3 members of staff)

Positive behaviour management (All staff)

EPI pen (All staff)

Asthma awareness (All staff)

Epilepsy (All staff)

Gastrostomy feeding (peg) (5 members of staff)

Oral suctioning (5 members of staff)

Alternative Augmentative Communication

Positive behaviour management (All staff)

EKLAN speech language communication tool (all Staff, Emma Guthrie is the lead professional).

Staff act as good role models to children and our approach to behaviour management is called 'catch me being good'. Minor bad behaviour is ignored with the emphasis on praising the wanted behaviour.

Our Community

We are next door to our local community centre and are happy to support each other's projects. We often take the children there to buy cakes at a bake sale; we invite members of the community centre in to as an audience to practice our singing, we also go to the Secondary school next door to watch dress rehearsals of their latest productions. We take part in the Clacton Carnival every year and are proud to have won a prize every time so far. Parents/carers are a big part of this and always offer their help. We have a Christmas Fair and Summer Fun Day every year that is open to the whole community.

We have an open-door policy and you are welcome to visit us at any time, we will all do our best to answer your questions and show you around without an appointment. Your feedback and input is important to us.

You can look at our website: www.nurseryclacton.co.uk
You can email: chestnutgrovekindergarten@yahoo.co.uk
Or you can phone us: 01255 429029

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