

# Ramillies Hall Nursery

## Special Educational Needs & Disabilities

### Our Nursery Local Offer

#### SETTING INFORMATION

Ramillies Hall Nursery is an inclusive, independent OFSTED registered nursery. Opening hours are 7.30am to 6pm all year round, offering sessional and full day care in the nursery.

The Nursery Manager is Mrs Lindsey Vincent, whilst the Deputy Managers are Rachael Pope and Maria Royal. Cherise Emsen is our Designated Safeguarding Lead.

Rachael Pope is the nursery SENDCO and Behaviour Management Co-ordinator. The Early Years teacher, Louisa McArdle has joint responsibility with the Nursery Manager for developing and maintaining the standards of the early years curriculum.

The Nursery Manager and the SENDCO ensure that all staff understand their responsibilities and duty to children with SEN, disabilities and additional needs and take regard of the guidance given in the Special Educational Needs and Disability Code of Practice 0-25 years (2014).

Individual key persons are allocated to each child to ensure that the child's care and education is tailored to meet their individual needs. This also offers a settled and sensitive relationship with both child and parents and to enable and promote respectful information sharing.

#### IDENTIFICATION AND EARLY INTERVENTION

We are committed to the inclusion of all children at Ramillies Hall Nursery. Each child's progress is closely monitored and recorded by staff in the nursery to ensure that all children are given the opportunity to achieve the best possible outcomes and reach their full potential. We recognise that all children may require extra support at certain points of their education, some support may be short lived or some children may require long term support.

Children have an online learning journey, which is kept up to date by their individual assigned key person. It includes observations, photographs, videos, summative assessments and reports and any comments from parents/carers or family. Formal assessments are completed three times a year, coinciding with the three academic terms. These assessments track children's development and progress across all the areas of the EYFS giving an overall picture of the child and highlighting any areas of concern, ensuring children with additional needs are identified as early as possible. These assessments are also used to monitor the effectiveness of our provision in offering the best possible care and education.

Initial identification of concerns may be highlighted by the parents/carers or nursery staff working directly with the child, usually the key person. If a child's progress is a cause for concern, the key person will raise these with the SENDCO, Department Leader and other staff members in the department, noting any concerns that they may have. All notes, discussions and meetings regarding children's development will be kept confidential and only discussed on a need to know basis. The child's key person will continue to monitor and observe their key child and share these observations with the SENDCO and Nursery Manager at which point a meeting will be held to discuss the need for additional support and interventions. If the concern is that the child is not developing to expected outcomes or that strategies need to be put in place then the key person and/or the Nursery manager will raise the concerns with the parents and work with them to decide what steps might be necessary to enable the child to reach their desired outcomes. The SENDCO and key person will complete an additional support plan; this will contain next steps and the additional support needed. These will have targets that are measurable and achievable for the child. The steps will be reviewed by parents, key person, one to

one support person if required and the SENDCO within an agreed period; this is within a six to eight week period. If it is felt necessary we would discuss involving outside agencies i.e. speech and language to support their child's development further. This process would be done working in partnership with parents/carers.

The nursery's and school's Special Educational Needs policy provides the context for supporting children. This is available from the nursery and on the school website.

## TEACHING AND LEARNING

### Practitioners and Practice

The nursery works within the framework of the Early Years Foundation Stage (2014) to plan provision and activities for the children. The EYFS has seven areas of learning and development; they are all important and inter-connected. They centre on the individual needs of each child. There are three prime areas and four specific areas

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive. These are

- **Communication and Language** - Listening and attention, Understanding, Speaking
- **Physical Development** - Moving and Handling, Health and Self Care
- **Personal, Social and Emotional Development** - Making Relationships, Self Confidence and Self Awareness, Managing feelings and Behaviour

The four **Specific Areas** through which the prime areas are strengthened are

- **Literacy** - Reading and Writing.
- **Mathematics** - Numbers, Shape, Space and Measure.
- **Understanding the World** - People and Communities, the World, Technology.
- **Expressive Arts and Design** - Exploring and using media and materials, Being imaginative.

The activities are adapted to suit the needs of all of the children with some children require a greater level of differentiation because of their additional or special educational needs. Key persons are sensitive to and aware of the different needs of all the children and plan accordingly. All children are supported to reach their full potential. This may be through differentiated activities within group time, additional adult support or adapted resources, small group activities or one to one support. Ongoing observational assessment is used to establish each child's stage of development.

On entry to the Nursery all the children are allocated a key person and a buddy key person who will liaise with the family and together share information and discuss any concerns. Our open door policy means that all parents are welcome to come into nursery to discuss any concerns or ask any questions that they may have. We also offer informal parents' evenings, and in addition to this, staff in all the departments are available on a daily basis to discuss any issues or concerns.

Summative progress reports are completed three times a year, these cover all the areas of the child's development and these are completed within the child's online learning journal. Practitioners will also offer ideas for supporting learning at home. At the age of two years practitioners review the child's progress, in line with the EYFS (2014) requirements and the report will focus on the three prime areas. The report identifies the child's strengths, and any areas where the child's progress is less than expected. Parents/carers are encouraged to share the two year progress report with other relevant professionals, including their health visitor at their child's two year developmental check. If the two year old check raises concern in one or more area, the key person will seek the support of the SENDCO and if needed an additional support plan will be implemented with parents/carers. The reports have a section for parents to add any comments.

Parents/carers have the opportunity to speak to staff especially their child's key person on a daily basis. They are able to access and look at their child's learning journey online. We encourage parents to add their own observations from home to support ongoing assessments and enable the key person to assess holistic development.

Where more specialist personalised equipment is required e.g. large print books, audio equipment, sensory toys the nursery will support parents in loaning or sourcing the correct equipment to enhance their child's development. We offer support for all parents in developing strategies and learning opportunities to help promote the child's overall development at home.

### **Provision and Resources**

The departments have moveable furniture which can be easily moved to make all the learning areas more accessible to all children. The equipment is at an appropriate height for each age and stage of development. The resources within each department are clearly labelled with photographs and are age appropriate. If a child requires access to resources that are significantly different to the ones available at the nursery we will discuss this with the parents and the School Bursar and any reasonable adjustments will be made.

The nursery promotes diversity through positive images around the nursery, and activities that reflect this ethos.

When required we will work closely with outside agencies to support the children's development and we actively encourage them to work with the child in the nursery as this is a familiar environment for them, making them feel more secure and able to learn. Some children may require additional support at specific times of the day, we are flexible in our approach and we would make appropriate times for this.

On visits or outings we undertake risk assessments and ensure that the places we visit are accessible for all our children, we have a high staff ratio on visits and encourage parents to help out.

### **Staff Training**

The staff team is led by the manager Lindsey Vincent who has around 20 years' experience working in Early Years and has a BA Hons in Childhood and Youth Studies. Lindsey has previously held the role of SENCO in another nursery and has supported many children with additional needs.

The nursery SENDCO, Rachael Pope has received SEND and WellComm training. Her role is to ensure that all children with additional needs get the support that they require. The SENDCO advises and supports the nursery practitioners to identify children who may need extra support and works closely with key people and parents to devise individual additional support plans. The SENDCO also liaises with other professionals and agencies when required and attends Stockport's SENDCO network meetings.

The Early Years' teacher Louisa McArdla (EYT) supports the practitioners to ensure quality across the areas of the EYFS helping them to differentiate activities to meet the needs of individual children.

The nursery maintains a core team of qualified and experienced practitioners, this is to ensure the smooth running of the setting and to allow staff to attend regular training courses.

All staff are Paediatric first aid trained including epi-pen and asthma training. We have 5 staff who also hold a first aid at work qualification. All staff are trained in Food Hygiene as well as Allergy Awareness.

All staff receive regular general awareness training of how to support children with SEND.

The staff continue to train and attend relevant courses to keep up to date with current practice. Where there is a need for specialist training to support a child this would be undertaken, or a specialist from a service would be invited in to train the staff.

We are happy to welcome outside agencies to attend the nursery to help support the children in our care.

## INCLUSION AND ACCESSIBILITY

We seek to ensure that all children regardless of need are able to attend the nursery.

Ramillies Hall Nursery consists of three departments, Baby Nursery, Toddlers and Early Years, all these departments are on one level and the nursery will endeavour to make reasonable adjustments to provide wheelchair access. All the children have access to secure enclosed outdoor learning areas which are wheelchair accessible.

The Baby Nursery has 2 main play rooms, a dining kitchen area, changing room, dedicated Sleep room and a Sensory Room. The rooms provide areas such as snuggle areas, books areas, shelves with a range of toys and activities, equipment for promoting physical development, treasure baskets, role play and imaginative play and sensory activities.

The Toddler Department has three main rooms and a toilets and changing area. The floor is mainly vinyl. The rooms have designated areas including cosy areas, role play, book corner, construction and small world, sand, water and creative areas. There is also a large space for physical activities such as yoga and large circle activities.

The Early Years is upstairs in the main building and consists of a series of rooms. The flooring is mainly carpeted to reduce noise for the inclusion of every child. The areas are the similar to that of toddlers with more emphasis upon supporting school readiness.

The furniture in all the departments is free standing and can be moved to make the necessary adjustments to include all children; it is at a suitable height appropriate for the age of the children.

There are noticeboards in the entrance halls of each department, these contain information about upcoming events, nursery news, curriculum planning and other relevant information for parents/carers. The nursery has policies and procedures in place that follow the standards set out in the Statutory Framework for The Early years Foundation Stage (2018) EYFS. Copies are available for parents/carers in a variety of formats from the Nursery Office.

Activities in all the departments are planned to offer a balance between child led and adult initiated opportunities, these are planned from the children's interests. Toys and resources are age appropriate and accessible for independent learning, they are clearly labelled with photographs. Activities are differentiated according to the needs and abilities of each individual children.

If children have English as an additional language we work hard to support these children whilst valuing their first home language. We ensure the children have a familiar and consistent routine. We use visual signs and key words to encourage understanding. Staff look out for all forms of communication including eye contact and gestures, and puppets are used to encourage conversation. Staff will work with parents to ensure that all childrens' home practices and routines are incorporated into the nursery routine.

All departments have interactive whiteboards adding to the multi-sensory activities to meet the needs of most children.

The Nursery has access to spacious gardens. There are fenced play areas, which have grass and also a paved area for bikes and scooters. The Toddler garden has various sections for activities such as a mud kitchen, construction, sand and water play, sensory and growing areas. These are accessible for all children.

There are accessible parking spaces available in the staff car park and at the front of the main school.

## TRANSITION AND REVIEWS

### Transitions

Prior to entry to the nursery parents and child are invited to an initial pre-entry visit, this allows the practitioner and family to share information about the child's needs and routine. A personal record form and routine sheet are completed regarding diet, daily routines, medical needs and any areas of concern. Where necessary an additional support plan will be put in place. Settling sessions are arranged around the needs of the child at various times throughout the day in order for the child to get use to the daily routine.

We have an open door policy and parents are able to drop into the session at any time. They are also able to contact us by phone if they would like to see how their child is settling in.

When a child moves on to the next stage within the nursery i.e. from babies to pre-school a transition report will be completed about the child so that staff are aware of the child's needs and development. This is followed up with verbal contact between the old and new key person. The children will have settling in sessions the month before they are due to move up to ensure a smooth transition.

When a child is ready to move on to school, a transition report is completed containing information regarding strengths, weaknesses and any concerns, and sent to the new school along with the child's learning journey. The nursery invites the reception teachers from the surrounding schools to visit the setting allowing them to see the children in a familiar environment and representatives from the Early Years Department also attend transition meetings held by local schools

The nursery will meet with the feeder school where a vulnerable child has been identified or if the child has any additional needs. Parents/carers will be made fully aware of the meeting and invited to join in. This enables the school plan to fully meet the needs of the child, including any adaptations to the environment or routine, and any additional staffing requirements.

### Reviews

We recognise that parents/carers hold key information and have a critical role to play in their child's education. Parents/ staff have the opportunity to speak to staff on a daily basis, or can arrange a convenient time for a private meeting. The learning journeys are available for parents to look at online and track their child's progress.

Practitioners monitor the children's development against the Early Years learning outcomes in the EYFS. The nursery uses four stages of action – assess, plan, do, review - to ensure that children progress to their full potential. Parents are included in planning support and where appropriate in reinforcing the provision or contributing to progress at home. Children with SEND will be monitored within a six to eight week period to evaluate the progress made and review their additional support plan. Parents are invited into the nursery and informed of the targets that have been achieved, and if any support is needed how it will be given and by whom. No action will be taken without prior consent from the parents/carers.

We encourage parents to extend the learning from classroom to home by taking part in home based tasks such as taking home a teddy and completing a diary of the adventures it has with each child. We have WOW (Home Observation) notes to enable parents to share anything that they have achieved or enjoyed at home. The practitioners will use this to extend their learning in the classroom environment. Parents are encouraged to come into the nursery environment to enhance the children's learning experiences for e.g. talking about their role in the community or to join in with activities.

Parents are given opportunities throughout the year to meet with their child's Key person to discuss their child's learning and development and view activities they have taken part in.

## FURTHER INFORMATION

Ramillies Hall Nursery has an open door policy. We always welcome time to talk to parents/ carers regarding their child's education and care in the nursery, this enables us to meet and support everybody's needs.

Mrs Lindsey Vincent – Nursery Manager 0161 485 3804 ext 2 or [nursery@ramillieshall.co.uk](mailto:nursery@ramillieshall.co.uk)

The Nursery has a clear complaints policy which is available in a number of formats.

If your child's Key Person is unavailable or if you would prefer, concerns can be raised with the Department Leader or the Nursery Manager.