

Local offer for children with Special Educational Needs and/ or Disabilities (SEND)

1. How does Ladybird Montessori Nursery know if a child needs extra support?

We have an embedded system to ensure that a key person is allocated to every child. This key person completes regular observations that are then used to plan for their individual needs and interests. These include interests from home and interests at nursery. The key person completes observations on every child to identify any support that may be required. These observations are shared with the parents who are encouraged to add their comments.

When a child initially starts with us we provide settling in sessions where the key person familiarises themselves with the child's individual needs, interests and abilities. This is an opportunity for the parents to identify any needs with the key person so that these can be catered for.

2. How will the Ladybird staff support my child?

We have a nursery SENCO (Special Educational Needs Co-Ordinator) to support the key person, child and Parents/Carers to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The SENCO will work closely with the key person to differentiate resources, experiences and activities to support the child. The nursery SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENCO will liaise with other professionals (with the parents consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The plans and activities will be reviewed by the key person, SENCO and the parents regularly.

3/4. How will the curriculum be matched to my child's needs and how will you help me to support my child's learning?

Parent's communication is valued and the key person will work together with the parents to ensure that every child's learning is supported. If the family has English as an additional language they will be encouraged to share key words in their home language for the key person to understand with the child.

The parents are encouraged to work together with the key person completing observations and activities from home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child. The parents will be invited to attend regular meetings to review the child's progress. Every child has their own learning journal that the parents can view at any time. The parents are encouraged to add their views and comments.

5/6. What support, specialist services and expertise are available at Ladybird Montessori?

Staff regularly attend child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs: Family Centre's, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Portage Worker. Within the Nursery there is a trained SENCO who attends training/network meetings to keep up to date. With parent's permission advice can be sought from the Early childhood service.

) What training have the Ladybird staff had to support children with SEND ?

Our SENCO completes regular SENCO training. The SENCO attends meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through staff meetings. Further courses such as behavior training, equality, diversity and inclusion training, communication and language training have been attended by other staff members. Some staff members have attended training linked to specific needs.

8) How will my child be included in activities outside Ladybird and on trips?

All activities will be planned around all the children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive of all children. Parents are often asked to help out and support the staff on trips.

9. How accessible are the environments?

Ladybird is accessible to all on the ground floor with toilet/changing facilities. Outdoor play is either in reception playground next door to the Nursery or the field and playground behind the village hall.

10.Helping with transitions.

Transitions are a key time for any child. The key person ensures that these transitions are well planned and supported. When a child first starts at the nursery the key person will work with the parent to devise appropriate times for the child to settle into the nursery at their own pace.

When a child is ready for transition to School the new teachers will be invited into Nursery to meet the key person and all relevant transition supporting documents , further visits and meetings are completed and relayed to the School to ensure a smooth transition takes place for all children.

11) How are Ladybird resources allocated and matched to children's special educational needs?

Ladybird has a wide range of specialized Montessori toys . Inclusion funding can be applied for to support the child being included in the setting.

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

Decisions made about how much support a child will receive is monitored through observations made by the Key Person of the child in the Nursery and then discussed with parents, SENCO and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. The West Sussex setting support Team will offer support, advice and funding where necessary with the aim of enabling the child to become independent within the environment

. On-going partnership between the parents, nursery and other professionals involved with the child will support the decision making process. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the Nursery and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the Nursery. Staff meetings within the Nursery will ensure all staff working with the child knows the child's need and how to support them.

13) How are parents involved in discussions about planning for their child's education?

Parents are involved from the initial visits at nursery when they register their child. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information with members of staff

from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including Individual Learning Provision Plans (ILPPs) and reviews. Children's learning journals are always available to parents.

14) Who can I contact for further information?

The first point of contact within the Nursery is your child's Key Person. The Nursery's SENCO, Deputy Manager or Manager will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help, such as the health visitor, children family centre, the inclusion officer and Speech and Language Therapist (SALT).

If your child has a Special Educational Need and you would like to know more about how we could support them, please contact :

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