

Special Educational Needs and Disabilities offer
Local offer: For Special Educational Needs and Disability (SEND)

At Highbury College Childcare our mission is to enable all of our children to succeed. Knowing how important the early years we aim to provide a happy, caring and secure environment that will encourage children to learn through play and exploration of a variety of constructive, imaginative, creative and social activities.

These experiences are intended to enrich the overall development of each individual child, allowing them to develop at their own pace.

We aim to:

- To provide warmth, care and security.
- Encourage the development of self-esteem.
- Promote positive self-images.
- Enable children to express feelings and to cope with fears, anxieties and difficult experiences.
- Provide a high quality caring environment where educational and care needs of the children are met.

The new Early Years: Guide to the 0 to 25 SEND code of practice (September 2014) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

At Highbury College Nurseries our policy is to treat every child and parent/carer fairly and as an individual. Maintaining *inclusion* for all children is a priority. We focus on each child’s individual learning, development and care needs by:

- Removing or helping to overcome barriers for children.
- Being alert to the early signs of needs that could lead to later difficulties, and responding quickly and appropriately, involving other agencies if necessary.
- Stretching and challenging children.
- Planning for children’s needs on a daily basis.
- Providing smooth transition between rooms/settings through the sharing of IEPs and information with parents and key staff.
- Providing activities to suit every child whatever their need.
- Carrying out observations and keeping records in liaison with parents to enable the monitoring of children’s needs and progression on an individual basis. All records are kept in the strictest of confidence.
- Working in liaison with external professional agencies and services for support, advice and training including; area SENCOs, therapists, health visitors, educational psychologists, paediatricians, portage workers etc. to help meet children’s specific needs.

Close working between key persons and parents is vital for early identification of children’s learning needs and to ensure a quick response to any area of particular difficulty or need.

<p>How does Highbury College Nurseries know if children need extra help and what do I do if I think my child has special educational needs?</p>	<p>At both Honeypot and Bumblebee nurseries we carry out ongoing observational assessments of all children, which are linked to the Early Years Foundation Stage (EYFS) framework and help us to identify children’s individual needs.</p> <p>All children have a key person. They work closely with your child on a daily basis; interacting, observing, planning and recording your child’s progress in the nursery. By using these tools they will be able to identify any areas of your child’s learning and development that they feel maybe in need of extra help and support. The key person will share with you any concerns or issues that they have identified. Your child’s key person is your first point of contact if you wish to discuss any fears, worries, questions or concerns that you may have with regard to your child.</p>
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	<p>Both nurseries have a named Special Educational Needs co-ordinator/Inclusion co-ordinator (SENco/Inco) who is available for all children and their parents, to help support children with special educational needs and disabilities (SEND.) The SENco works closely with the key person to identify the best strategies to support children with additional needs in the setting, with parent’s permission. This may include implementing an Individual Educational Plan (IEP) and/or seeking advice and liaising with external agencies, where appropriate, for example; Area SENco/INco, Early Years Advisory Teacher (EYAT), health visitor, educational psychologist, therapists, etc.</p> <p>Reports from health care professionals such as speech and language therapists or health visitors identify children’s individual needs. Highbury nurseries welcome parents and professionals sharing these reports with us in order to plan appropriately to meet and support individual needs.</p>
<p>How will Highbury College nurseries staff support my child?</p>	<p>We have a settling policy of at least two visits prior to your child starting in the setting. It is important that children feel safe and secure in new surroundings and we aim to alleviate any anxieties by offering at least two visits prior to children starting in the nursery. These visits allow parents and children to explore the environment, meet their child’s key person and ask any questions or discuss any concerns.</p> <p>Your child will have a ‘Learning Journey’ whilst at the nursery, which contains evidence of your child’s progress, such as photos, observations, children’s work (e.g. art & craft) as well as planning, next steps, and assessments which are important tools used by nursery staff to support all of the children in the nurseries.</p> <p>Your child’s key person or the setting’s SENco will discuss with you how Individual Education Plans (IEPs) can be used to support your child’s individual learning and development. Your child’s next steps will be planned according to their individual needs, and additional support from others will be accessed where appropriate (e.g. speech and language, applications for additional funding, etc.) Your child’s key person will also discuss with you who else may become involved in your child’s development and their role.</p> <p>All aspects of your child’s learning and development will be discussed with you and only with your consent will the nursery contact other professionals.</p>
<p>How will the curriculum at your education setting be matched to my child’s needs?</p>	<p>At Highbury nurseries we plan the learning environment and curriculum to support and extend children’s play, learning and development. Children are encouraged to explore the setting and make their own choices. A variety of fun, interesting and accessible equipment and resources are available for the children to discover.</p> <p>Observations, children’s interests and needs along with The Early Years Foundation Stage (EYFS) are used to plan activities and next steps for each child. The aim is to underpin all future learning by supporting, fostering and promoting children’s development in the seven areas of learning and development: The three prime areas; personal, social and emotional, communication and language, and physical, and the four specific areas; literacy, mathematics, understanding the world, and expressive arts and design.</p> <p>Written planned and adult led activities highlight any differentiation needed to support children, for example, specific equipment, one to one support, picture cards, and age-appropriate resources.</p> <p>Individual Education Plans (IEPs) or Individual Behaviour plans (IBPs) may be used as a tool by staff to help support specific children’s needs.</p> <p>Evidence of each child’s learning and development is detailed in their individual ‘learning journey’. Termly assessments are carried out and the data from these are recorded on the nursery ‘tracker’, to keep track of children’s progress. All information is kept in the strictest of confidence and in accordance with the Data Protection Act 1998.</p>

<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Children's development is shared with parents in a number of different ways at Highbury nurseries:</p> <ul style="list-style-type: none"> • The nurseries operate an 'open door' policy where parents are welcomed into the nurseries at any time to speak to staff. • Daily sheets/diaries are completed for children under two years of age. • Two year old progress checks, linked to the Early Years Foundation Stage (EYFS) are completed. • Parents receive a progress report/summative assessment three times a year, detailing how their child is progressing through the EYFS. • Children's next steps are discussed and reviewed with parents. • Observations are carried out on all of the children on a daily basis and kept in a child's individual learning journey, along with any photos taken. These learning journeys are made available to parents at any time. • Parents are invited in for parent sessions/meetings. • Telephone calls or emails can be used as a means of communication between parents/key people, if preferred. • Newsletters are sent out each half term keeping parents up to date with current themes and special events. • The parent's information board displays information about what your child will be involved with during their stay at the nursery, as well as current nursery issues. • Photo displays highlight activities, learning experiences and events which your child may have been involved with or taken part in (e.g. trips, fund raising events, sensory activities, visitors to the setting – policeman, lollipop lady etc.) • Children's work is also displayed, which helps to build on children's self-esteem and sense of belonging.
<p>What support will there be for my child's overall wellbeing?</p>	<p>The nurseries approach is every child and carer will be treated fairly and as an individual. We plan and provide activities that promote positive role models for children and help to expand children's knowledge and understanding of the world. We believe that every child should be given the opportunity to integrate easily into the world they live in without biased values and opinions.</p> <p>On entry to Highbury nurseries each parent is provided with a parent handbook, detailing all of our policies and procedures. Parents are also given 'All about me' forms to fill in, which will enable staff to meet the needs of individual children.</p> <p>Both nurseries have daily routines, which are flexible around the needs of the children in our care. Visual timelines also help to support children in understanding routine and resources are accessible to children to encourage individual choice.</p> <p>We openly encourage good communication between staff and parents and provide good role models with staff promoting positive behaviour and minimising negative behaviour in the setting. Equipment and materials are provided to help children play out their feelings or discuss worries or issues that may arise (e.g. persona dolls can be used to talk about toilet training or about sharing and turn taking.)</p>
<p>What specialist services and expertise are available at or accessed by your education setting?</p>	<p>Nursery staff have accessed child development training and have experience of working with children within the early years age range.</p> <p>In the past Highbury nurseries have accessed specialist services and expertise with regard to helping support children with; cerebral palsy, autism, attention deficit disorder (ADHD), hyper mobility and speech and language issues.</p> <p>Families can also access a number of services available locally, linked to their child's identified needs, which would be primarily be through the health care service and include: health visitor, Speech and language therapist, occupational therapist, psychologist, portage worker, toy library, Paediatrician, GP, audiology, etc.</p>
<p>What training are the staff supporting children and young people with SEN and</p>	<p>Within each nursery there is a trained SENco/INco who attends termly cluster meetings to keep up to date with SEND. There is also the local authority Area SENco/INco who is available to support the setting. With parents' permission the setting will seek advice from the area SENco/Inco and EYAT.</p>

<p>Disabilities had or are having?</p>	<p>Staffs have completed first aid, manual handling, food hygiene and safeguarding training.</p> <p>If there has been a specific need identified, then the team with the expertise in this area will take up the support for the child and inform, support and guide the nursery staff in meeting the child's needs in the setting. For example; physiotherapy, medical team or enable ability.</p> <p>Staff are constantly looking at any new and supportive training to update their knowledge and skills with regard to SEND.</p>
<p>How will my child be included in activities including trips run by Highbury College nurseries?</p>	<p>At Highbury College Nurseries our policy is to treat every child and parent/carer fairly and as an individual. Maintaining <i>inclusion</i> for all children is a priority. All of the children at Highbury nurseries have the opportunity to be included in all activities and learning experiences available.</p> <p>We are lucky enough to have access to the college mini-buses and trips are planned in advance to make sure that any equipment, resources and/or any extra adult support needed for children with SEND is sought ahead of time.</p> <p>At Highbury nurseries we believe safety is paramount. Risk assessments are carried out and recorded prior to visiting any new trip destination. We liaise closely with parents and families to make sure those activities and trips/outings are suitable and parents are happy for their child to take part.</p>
<p>How accessible are your settings? (indoors and outdoors)</p>	<p>Both nurseries provide well-resourced, colourful and stimulating environments. Visual resources are displayed around the settings (i.e. photos, timelines, multi-lingual posters, etc.) which also help to support children's learning and development.</p> <p>Honeypot nursery is situated at ground level of one of the education buildings on the main college campus. It has electric door access to the building and is wheel chair accessible. Disabled toilet facilities/changing are also available. The setting is divided into three separate rooms. Baby bees (under 2s), Honey bees (2 year olds) and Busy bees (pre-school.) There is a separate outside/garden play area, where children can explore a variety of different outdoor resources (i.e. low-level sand pit, wooden house, climbing frames and slides, etc.)</p> <p>Bumblebees nursery is situated on the ground floor of the college building, on the edge of the main shopping centre in town. A disabled toilet is located on the first floor of the building. The building has electric door access and the nursery is in a self-contained, open-planned play-room, which is divided into different areas to accommodate children; aged under 2 years and 2-4yrs. Limitation of the building can be explained.</p> <p>The Bumblebee nursery has no garden facilities, but the nursery makes use of access to local parks and amenities (i.e. shops, markets, library etc.)</p> <p>Both nurseries have:</p> <p>Access to the college mini-buses for trips.</p> <p>Low level furniture – height adjustable tables and small chairs.</p> <p>Low level resources that the children can freely access themselves.</p> <p>Children's height toilets and sinks.</p> <p>The nurseries recognise and support the needs of those children whose home language may not be English by;</p> <ul style="list-style-type: none"> • Specifically noting the child's language usage on the registration form and informing the key person. • Liaising closely with parents and maintaining awareness amongst staff of potential difficulty in understanding and expression and how these may affect the child's behaviour. • Promoting a multicultural and multilingual nursery environment with posters, books and educational resources. • Accessing support from the Ethnic Minority Achievement Service (EMAS) where appropriate.

<p>How will Highbury College nurseries prepare and support my child to join the setting, transfer to a new setting and or the next education stage and life?</p>	<p>We understand that transitions can be difficult for both children and families. It is important that children feel safe in new surroundings and we aim to alleviate any anxieties by offering at least two visits prior to children starting in the nursery. These visits allow parents and children to explore the environment, fill in paperwork, meet their child's key person and ask any questions or share and discuss any concerns.</p> <p>When it is time of children to move to the next group the child's key person will liaise closely with parents and the staff in that group, to ensure that they are aware of children's individual needs, progress, and best support strategies.</p> <p>If a child is moving onto school or to another setting, the nurseries will pass on a child's development records and any relevant SEN information, to the appropriate person. If a child has an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Education, Health and Care Plan (EHCP) we will plan reviews in sufficient time, prior to them moving on. Parents will be kept fully informed at all stages and asked to attend reviews. Any appropriate staff from the child's new setting will also be invited.</p> <p>Parents are also given their child's learning journey that they may wish to share with the new setting. Nursery staff attend transition meetings with local schools and we also encourage year R teachers to come and visit the child in the nursery, to help make transition to school a happy one.</p>
<p>How Highbury College nurseries resources allocated and matched to children and young people's Special Educational Needs and disabilities?</p>	<p>Two year old funding can be applied for to support the child being included in the setting. Guidance and advice from the area SENco will assist us in applying for support and funding from the local authority and/or external agencies, to match children's SEND in the setting. Delegated budget will be used to provide additional resources or to adapt existing resources.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Any decisions made about what type and how much support your child will receive will be fully discussed and decided with parents, key person and or SENco, nursery supervisor and manager.</p> <p>All evidence of children's learning and development (i.e. observations, learning journey, next steps, IEPs, external agency reports and summative assessments, etc.) will be used to identify what support is required. Partnership with parents is vital and any other agencies and services involved will assist in the decision making process.</p> <p>Based on the evidence submitted the area SENco and/or Early Years Advisory Teacher (EYAT) will support the decision making process and evidence will be submitted to the Early Years Panel (EYP) who will assist in deciding the best course of action for supporting a child's individual needs. If any necessary extra support is needed, this will be put in place to enable your child to become independent and able to access the environment, activities and resources, both in the home and in the nursery setting.</p>
<p>How will I know how my child is developing?</p>	<p>Children's development is shared with parents in a number of different ways at Highbury nurseries:</p> <ul style="list-style-type: none"> • The nurseries operate an 'open door' policy where parents are welcomed into the nurseries at any time to speak to staff wherever possible. When it is not possible staff will be happy to arrange with you a more convenient time. • Daily conversations at drop off and pick up. • Daily sheets are completed for children aged under two years of age, detailing activities and learning experiences, food/drink, sleep times, etc. • Two year old progress checks, linked to the Early Years Foundation Stage (EYFS) are completed, as close to a child's second birthday as possible. • Parents receive a progress report/summative assessment three times a year, detailing how your child is progressing through the EYFS. • Children's next steps are discussed and reviewed with parents.

	<ul style="list-style-type: none"> • Observations are carried out on all of the children on a daily basis and kept in a child's individual learning journey, along with any photos taken. These learning journeys are made available to parents at any time. • Parents are invited in for parent sessions/meetings. • Telephone calls or emails can be used as a means of communication between parents/key people, if preferred. • Newsletters are sent out each half term keeping parents up to date with current themes and special events. • The parent's information board displays information about what your child will be involved with during their stay at the nursery, as well as current nursery issues. • Photo displays highlight activities, learning experiences and events which your child may have been involved with or taken part in (e.g. trips, fund raising events, sensory activities, visitors to the setting – policeman, lollipop lady etc.) • Children's work is also displayed, which helps to build on children's self-esteem and sense of belonging.
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We believe that parents are the main educators of their children and should be involved in all aspects of the nurseries. The sharing of information from the start, about the individual needs of your child and any agencies working with them or your family, is vital in making sure the setting can best support your child's learning and development.</p> <p>This starts right from when you register your child at the setting and your child's interests, like, dislikes, strengths and needs are discussed and recorded on 'all about me' forms. Planning is visibly displayed in each nursery and children's learning journeys are available to access. If an Individual Education Plan (IEP) or Individual Behaviour plan (IBP) is in place, this will be discussed and reviewed with parents on a regular basis.</p>
<p>How are parents currently involved in your education setting? How can I be involved?</p>	<p>The nurseries support and involve parent's by:</p> <ul style="list-style-type: none"> • Providing a parent handbook, which provides a: 'Welcome to Highbury College Nurseries' with information on; policies and procedures, daily routines, staffing, fees and the role of the key person. • Opportunities for parents to talk individually with staff/key persons. • Parent's information board provides parents with information about what their child will be involved with during their stay at nursery. Current nursery issues are also included. • Newsletters are given out each half term, keeping you up to date with current themes, special events, etc. • You will receive a progress update/summative assessment on your child learning and development within the nursery, three times a year. • Appointments will be available for you to meet your child's key person to discuss their progress and next steps. • Feedback forms and questionnaires. We welcome your feedback as it helps us to identify what we do well and what we need to improve. • Throughout the year you will be invited to take part in stay and play sessions or activities (i.e. lunch sessions, Christmas party etc.) <p>Children's learning journeys can be accessed and added to by parents at any time.</p>
<p>Who can I contact for further information?</p>	<p>Your first point of contact is your child's key person. Parents can also identify the nurseries SENco/INco from their photograph on the staff board, just inside the setting. The SENco/INco, supervisor or manager will also be able to offer guidance and advice to parents and signpost other professionals or agencies and services that may be able to help and support you and your child, such as the health visitor, speech and language therapist (SALT), portage, local children's centre, area SENco, etc. Both of the nurseries have a named practitioner for behaviour management.</p>

If your child has a Special Educational Need and you would like to know more about how we could support them please contact the nursery manager on: 02392 328963 or email cathy.roberts@highbury.ac.uk