



Our Local SEND offer

How accessible is the setting?

Our setting comprises two buildings; the Baby Unit and the Pre-school building which are housed either side of our outdoor area. Neither these buildings nor our garden are currently physically accessible to all, in terms of wheelchair access, due to their Listed Building status and history. Should access be required to accommodate a child that is joining the nursery we have an "Access plan" (Appendix A), enabling parts of the setting to be physically accessible for all. This "Access plan" will include a disabled ramp from the garden path, to the Baby Unit which is a one level open plan building and another ramp going alongside the concrete stepped garden entrance. We are currently negotiating the development of the Baby Unit. This will mean that the building wall is brought forward to meet the garden so that the children can free flow between indoors and the outside environment without needing to negotiate steps. This expansion will also include a roof terrace garden and a rooftop Pre-school classroom, which will be accessible by lift as well as stairs. This will then make all age groups of the nursery accessible to children and adults of all abilities.

Being in the heart of such a multi-cultural city we have children and families with a variety of languages and cultures. We encourage families to share their home language and culture with us as much as possible. Each age group welcomes the children each day using the different languages spoken within their class. The nursery SENCo, alongside the Room leader carefully considers and plans the support and resources available to children with English as an Additional Language. Upon request we can provide translated paper communications to families. As well as the nursery SENCo, we have two members of staff that are Language Leads, who are able to support communication for Spanish speaking families should they ever need it. Our Language leads are also responsible for designing short Spanish focus groups for both babies and pre-school classes that provide wider learning and exposure to Spanish songs, numbers, stories and colours. In the Baby Unit we encourage language development and communication through the use of Makaton and the whole nursery uses visual aids to encourage children to know their

routines, their environment and what resources are available to them. In each classroom the main areas and equipment are labelled in the main languages used within each group. We also have a variety of dual language books throughout the nursery.

We hold regular parent events at the nursery where parents are encouraged to participate in nursery activities and events. This provides an opportunity for parents to meet other parents and endeavours to create a sense of community and support for all.

How do you identify if a child needs extra help?

Practitioners consistently monitor children's learning, recording their development through written, photographic and video observations. Key carers are responsible for their own planning, which is tailored to the abilities and interests of each individual child. Observations of children's learning and development are electronically recorded on a software called I connect. Through 'ParentZone' the parents can see a virtual representation of any observations and assessments that have been completed using this tool. Parents can use ParentZone to comment on observations and communicate with their child's Key Worker, parents can also upload their own observations from home. Sharing information this way is very valuable in creating a holistic image of a child, their motivation and needs. Each child also has an individual learning diary, which are accessible to parents for viewing. This Learning diary contains some of the children's artwork, the printed observations, termly assessments, two year check's and detailed planning and provision sheets identifying next steps from the child's key worker. Half yearly reports, 2 year old checks and quarterly assessments are all shared with parents during parent's evenings every twice a year. These assessments and observations are vital to Key Workers in highlighting and identifying whether a child needs support in any of the development areas or if there are any other concerns for their wellbeing. The key carer communicates daily with parents, handing over how the children have eaten, slept and what they have been up to that day. The key carer ensures all the child's and family's needs are met on a daily basis. For any concerns that key workers are unable to deal with, staff will signpost/handover to management staff.

Staff have regular supervision meetings with either the manager or deputy manager and there are monthly SENCo clinics where staff can voice any concerns or support they may have identified for any of their key children.

If parents have any concerns regarding a child's learning and development then nursery staff will offer support from or signpost parents to nursery SENCo. If parents would like, a meeting may be arranged in order to discuss any concerns that parents may be having. Further observations will take place at nursery and supportive strategies may be put in place, monitored with maximum input from carers and parents. When some evidence has been collected, the nursery Manager and/or the Nursery SENCo will have a meeting with the family to discuss if any further support is necessary and what is available, sharing any strategies that may help the child and their family. This may include target setting within the setting or seeking assistance from other professionals.

All of the above information is also detailed in our SEN policy and procedures document.

Who will be working with my child and what are their roles?

A minimum of 80% of staff at Becket Hall qualified to the equivalent of a Level 2 NVQ in Childcare and Education and the majority of our staff exceed this. In addition to this we currently have 3 nursery apprentices and two nursery assistants working towards an NVQ level 3 in Childcare and Education. Seven members of staff are qualified to a level 4 NVQ and above, two of which have Qualified, Teaching, Statuses and two have Early Years Practitioner Status. We have three bank staff who work with us during our busy times who are qualified to P.G.C.E level in teaching. We currently do not employ any unqualified staff who are not actively working towards the Early Years qualification.

Our Pre-school graduate lead is responsible for ensuring and monitoring the quality of the curriculum throughout the nursery. The Manager Lynsey Elliott. The Deputy Manager, Laura Hardy has a Level 3 NVQ in Childcare and Education as well as a Foundation Degree in Early Years. Laura is also the Nursery SENCO and is responsible for monitoring and supporting behaviour and any extra support the children may need within the setting. Laura also supports staff training in behaviour management. The Manager, Lynsey Elliot holds a Level 3 NVQ in Childcare and Education, a Degree in Education Studies and also holds Early Years Professional Status as well as a Level 3 in Forest School. Lynsey is also the Designated

Safeguarding Lead for the nursery. All our staff are Paediatric First Aid trained and hold a Disclosure and Barring Service Certificate. Both Manager and Deputy Manager have experience in dealing with SEN, behaviour management and supporting families.

Our setting has a strong relationship with the local Children's Centre of St Mary Redcliffe. We regularly signpost families to the services and opportunities at Redcliffe Children's Centre to ensure that they are aware of opportunities available to them that we may not be able to provide. Our managerial team have regular meetings with their staff for information and support.

Other external support teams that may come to the setting include the local Portage and Inclusion services, Speech and Language therapists, Educational Psychologists and Social Workers may work alongside staff in order to support a family or child. These external agencies will not be employed without knowledge of the family.

How will I be able to raise any concerns I may have regarding my child's development? How will I know if my child is making progress in their learning?

At Becket Hall we pride ourselves on our compassionate staff and open communication with parents.

Before any child starts the nursery we send a 'New Starter Pack' out to the family which includes lots of information about the child's key carer, the room they will be settling into and what is provided at nursery. The pack also contains transition forms which give parents and carers an opportunity to tell nursery as much as they can about their child so that we can provide stimulating, tailored activities from the very beginning. We offer two, two hour settling in sessions where the parents are introduced to the staff and the child's learning environment and daily routines prior to their child's first full session at nursery. This is a prime opportunity for parents and carers to discuss any concerns or requirements they have regarding their child starting at the nursery with the people who will be caring for them. This would also be an opportunity for the parent or carer to observe their child play and learn and would naturally offer up discussions relating to development and capabilities. We have an open nursery policy and encourage parents to stay and play with their children as long as wish.

When children attend nursery parents receive a verbal handover at the end of their session and the under two children have a written hand over

alongside this. This details the activities that the children have been involved in, what they have eaten or drank, how they have slept and any general notifications. The daily handover would also be a time for the key worker or a member of the family to discuss any concerns or queries that they may have and celebrate any wow moments.

As previously stated children's observations and assessments on their learning and development are available online via 'ParentZone' and parents can communicate with their child's key worker via this tool. Parents also have an opportunity to talk to their child's Key carer at monthly parent events and parents evenings.

The nursery has a Facebook group, our own website and email address and phone number if parents wish to contact us. Parents are encouraged to come into the office if they ever need to talk or have any concerns they may want to discuss with the manager or deputy manager.

What is the setting approach to supporting different children's needs and how will that help my child? How is the decision made about what type and how much support my child will receive and how will I be involved?

As previously stated we involve parents in their children's learning from even before their very first day at Becket Hall. Each individual child's needs are supported by their key worker through monitored observations and the development of activities catered to their interests. If the child's key worker and the nursery SENCo have observed that a child may need some extra support the parents are the first person we contact to ask if there are similar needs at home. With the parents' permission more detailed observations are carried out to by staff and the nursery SENCo, parents can see these observations at any time and contribute to them themselves aswell.

Some extra support during play or one to one sessions with a member of staff may be appropriate and may be able to be facilitated within the nursery. A meeting will be held with the parents to put together an Individual Education Plan for their child with some ideas and achievable targets suggested and agreed upon by both parties to support the needs of the child. Resources could be adapted, routines could be changed, transitions could be made smoother and the relationship between nursery and home could be strengthened. We would look to do all the above before contacting any external agencies and we will never contact

external agencies without first obtaining permission from parents. If the nursery and parents both agree that their child's needs require more specialised support than the nursery is able to offer then we will suggest involving external agencies such as the local Portage and Inclusion team, an Educational Psychologist or the help of a speech and language therapist.

External agencies come to observe children, talk to nursery staff and occasionally parents, about their development and see any evidence that has been collected before making a decision about what kind of support and how much support the child may need. If there is funding available to enable the nursery to facilitate this support the local education authority will work with us to apply for this. The parents are involved and informed as much as possible at each stage of this process.

If a child has been supported as described above and they have been identified as having a specific special educational need, we would discuss the development of a Support Plan with the parents. The whole team of agencies and professionals supporting the child will contribute to this plan.

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

The Nursery SENCo Laura Hardy receives ongoing training from the Local Education Authority and is responsible for feeding this back to nursery staff and supporting them in their roles on a daily basis.

Staff have termly supervisions and monthly SEN clinics where they can talk to either the manager or the SENCo regarding any support they might need or questions they may have in regards to any of their key children.

The SENCo runs a short weekly focus time on emotional wellbeing and communication and language in each age group alongside staff. As well as enabling children to share their feelings emotions and provide the tools end encourage confidence to communicate these sessions model best practice to the staff team.

All staff participate in an annual training day, during which SEN and behaviour management updates, practices and policies are one of the main focus as well as Safeguarding children and other topics.

How does the setting manage administration of medicines and manage personal care?

At Becket Hall we are committed to providing the highest standards of care for children and only administer medicines prescribed by the child's doctor. Prescription medicine is only administered by a senior member of staff, with the written consent of the parent or carer. This will be witnessed by another member of staff who will check the child's name, type of medication and dosage.

The only exception would be in the case of child displaying high fever whilst at nursery. In this instance, when the parent is more than 30 minutes away from collecting their child and in order to minimise the risk of febrile convulsions, with previously signed consent from the parents required during the initial registration, a senior, paediatric first aid trained member of staff would administer Calpol in order to reduce fever. A 'temperature log' form is completed for parents to sign on collection to acknowledge the actions taken.

In case of a child requiring a long term medical care plan, such as inhalers or creams, or in the case of an allergy these will be discussed individually with parents and a health care plan shall be completed.

In case of an allergy, an allergy action plan, provided by your child's doctor, will be requested from the parents and a copy will be held at the nursery, along with the above mentioned health care plan. Although all preventative measures will be taken in order to prevent the consumption or contact with an allergen, as part of the child's care plan Parents will be asked to provide their child's epi pen or similar and in house training given to staff that need to use them.

Only staff who hold a DBS check are permitted to change children and help with toileting. Where possible nappy changing areas are discreet and will always consider the child's privacy and dignity, there are always safe and healthy options for staff to change children either on the floor so they do not have to be lifted or at on a changing unit. Any alternative nappies, creams or wipes that the nursery does not provide, that are of preference to families will to be provided by the family. Toilets and potty's are located in both buildings to encourage children to begin toilet training. As a nursery we try to support this in any way we can and have put together a pack with advice and information from the children's continence charity ERIC and have role play potty's, babies and nappies available for the children at all ages and stages of development.

How will my child be prepared to move onto the next stage within the setting or onto school?

At Becket Hall, staff are sensitive to the needs of the children and parents/ carers when they first start to attend the nursery, move between age groups and eventually leave the nursery to go to school. We offer support in the following ways;

- Information sharing with parents or carers and internally between key carers in each age group. Communication diaries are set up between any additional settings that our children attend, such as childminders, play groups and/or other nurseries. This sharing of information can create a bigger picture of the child, the family and their needs so that our staff are able to better support the family.
- Children who are joining us will be given a 'New Starter Pack' which contains a general routine and photos of the practitioners within age group they are joining, as well as an introduction to the management routine and information regarding any up and coming events or celebrations. The reason behind this pack is to make the family feel as familiar with the nursery, its staff and values even before the child's first day.
- Two, two hour settling in sessions are provided to families prior to starting at the nursery. We also have settling in sessions for any internal transitions to a new age group. These internal sessions are normally a minimum of two half day sessions but if a child needs more reassurance then a longer transition can be arranged.
- Where possible, during transitions between internal age groups, children will be kept with their peers during settling sessions and will never settle in by themselves.
- We actively encourage children to bring in comforters or favourite things from home to share and request family photos from new starters so that we can display pictures of people who are familiar to the children around their new classroom.
- Special arrangements can be made to support children who speak English as an additional language and support from outside agencies where necessary.
- Each child has a learning diary, documenting their interests and learning development.

- In our pre-school group, activities, circle times and discussions will focus on 'going to school' as a theme from July to September. Display boards, books and role play uniforms will be made available to the children to explore during this time to encourage familiarity.
- For children with SEND leaving for school or changing settings, with the parents' permission, the SENCo or Key Worker in the new setting will be invited to a review with either the current SENCo or Manager at Becket Hall along with the parents or carers of the child and any other professionals that are involved in supporting the child and their family. A transition programme will be decided upon at this meeting with achievable aims to be facilitated by all agencies involved, detailed in an I.E.P (Individual Educational Plan).

Appendix A

Access Plan:

Should a child wish to join the setting who requires physical support in order to access our classrooms and garden, the following action plan will be put in place.

Due to the floor plans of each building and the way that our buildings are organised our Baby Unit would be the most appropriate learning environment for a child who requires physical support or the assistance of a wheelchair. This building is an open plan space with access to a sleep room and a bathroom with both nappy changing and toilet facilities. The building has two fire exits, both situated on the ground floor. The building's resources and classroom facilities are suitable for children aged 4months to 2 years and 6 months.

Portable disability ramps will be employed to ensure that families and children who need assistance can access both the baby unit building via its two granite steps and any other fire exits in the building. The stone steps up to the garden are very steep and it would be unsafe for us to use portable ramps. A hand rail would be erected up these steps and the wide garden pathway would be further resourced and used as an outside space.