

The Local Offer

Name of Setting: Topsham House Day Nursery

Telephone: 01455 828885

Email: admin@topshamhouse.co.uk

Name of person to contact: Karen Haylett, Manager, Sam Tatton, SENco

My child has SEND. I would like to look around. What do I need to do?

We are open five days a week all year round except for the week between Christmas and New Year and we have an open door policy welcoming all families to look around the setting prior to a child being enrolled. Parents are free to look around the setting at any time with an appointment or a drop in visit may be possible if a staff member is free to do a show around. We also have a website www.topshamhouse.co.uk with all the relative information about what the setting offers, policies and procedures and information about the care and education provided for the children. During the visit we welcome you to talk to the staff and children and ask any questions you may have. The visit will give you the opportunity to observe the practice and provisions the setting has to offer and the give you the opportunity to talk to the Manager, Deputy Manager and the Special Educational Needs Co-ordinator to discuss your child's needs and if we are able to meet them. If at the end of the visit we mutually feel that this is the right setting for your child then we can sort out the relative paper work and arrange a start date.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

We recognise and value all parents' expertise and knowledge of their child and we work closely with them, to meet their child's needs. We gather information from parents during the initial visit and at the preliminary visits. If needed we can arrange a home visit and additional visits can be arranged to best suit the child's needs. On starting the nursery the child's key worker, SENco and management team will work closely with parents/carers to ensure that any additional requirements are in place before the child begins at the setting. We require that parents complete a registration form, contract, personal record form and an 'all about me' form before the child's first day so that the key person has a sound knowledge about your child and can make necessary preparations. This documentation provides information about your child's current interest, strengths, needs, likes, dislikes and comforters. The all about me sheet is updated once a term so that we are aware of any changes which may impact your child and enable us to plan to your child's current needs and interest. Topsham House will work with professionals working with a child with SEND to liaise with the setting before the child starts and keeps this channel open to ensure the best support possible is maintained. The setting acts upon advice from professionals to prepare for a child with SEND and arrange relative training for individuals or the whole team to ensure the needs of the child are understood fully and the environment provides the best learning opportunities.

How accessible are your premises?

Topsham House operates in a two story building, with under twos downstairs and the over twos upstairs. Our premises are not suitable for wheelchair users. The nursery comprises of five rooms, Piglets 0-12mths, Eeyore's 12-24mths, Tigger's 24-36mths, Pooh's -Pre school and Children's Club which is used as before/after school and holiday club. All children go outside on a daily basis and they have a large patio and garden area. The garden area has a large climbing pirate ship, large sand pit and a mud kitchen area. Off of the main garden there is a woodland area that has a variety of bridges, balancing beam and monkey bars for the children to play on. All play equipment is supervised by a member of staff at all times and there are always two members of staff outside at all times. Topsham house promotes inclusion and welcomes all families from a range of cultures and backgrounds. We have supported children with English as an addition language and actively seek support from other agencies to ensue equality of opportunity.

How will you keep my child safe?

All our members of staff have been DBS checked and receive training in safeguarding and first aid. The management conducts appraisal and supervisions to ensure there are no changes in health or DBS status to make them unsuitable to work with children. Policies and procedures are in place to ensure children's safety; these include references to Safeguarding, Health and Safety, Equality of Opportunity, Special Educational Needs and Behaviour Management. A behaviour management policy is in place to ensure that all children are supported in managing their behaviour and feelings. We ensure that children are verbally praised for their achievements and support them in a positive way when they exhibit challenging behaviour. At all times we work with parents to offer support to the child and family. Safeguarding and Confidentiality are paramount and we use photographic devices only for recording children's achievements and events with parental consent. Before taking children on outings we carry out a risk assessment to ensure that children are kept safe, and if necessary increase the numbers of adults to support in caring for the children. The setting is inspected by Ofsted to ensure that it meets the requirements to keep your child safe.

How will you communicate with me what my child has done, enjoyed and learnt?

The key person talks to parents on a daily basis and the SENco is available to meet with parents whenever necessary. We provide all

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children with an electronic Learning Journey called the EyLog which records the achievements in a variety of ways - photographs, children's creations, observations, videos, progress summaries and explains the learning behind the experiences. These Learning Journeys are available to access at all times from home and can be added to by parents. A system of record keeping and assessment is used to track your child's progress in terms of development which is age and stage related and is shared with you. A parents evening is held twice a year to share information and progress about your child. We are happy to arrange other times of the day for meetings if you are not able to make the set dates. The notice board in reception provides information of up and coming events. Information about learning in the Early Years Foundation Stage can be seen in all rooms on the EYFS display boards. Other forms of communication include emails, newsletters, the website and the EyLog.

How do you work with other professionals?

Topsham House is confident in our work with other professionals and has built strong relationships with many services. These include: The Specialist Teaching Service Team and the Area SENco, Educational Psychology Service, Speech and Language Therapists, Visually Impaired Team, Autism Outreach, Physiotherapists, Occupational therapists, Paediatricians, Social Services etc. We have supported a wide range of children with SEND and have worked effectively with outside professionals to meet their needs. This contact has included sitting on review panels for children with SEND. We liaise with professionals in a variety of ways by telephone, through meetings to share information about children and the best ways to support them, we act upon their advice to such as updating an a target plan and implementing different strategies.

What training have you/your staff had in SEND?

All members of staff are trained in early years and we have a wealth of experience in child care and child development. The Special Educational Needs Co-ordinator (SENco) is a qualified EYT and has attended the necessary training to fulfil the SENco role within the setting provided by the Local Education Authority. The team of staff has attended a wide variety of training: Paediatric First Aid, Basic Food Hygiene, Safeguarding, Makaton, ECAT – Every Child a Talker, Speech and Language development, Social Communication groups, Behaviour management, Lifting and Handling. We are happy to access additional training if necessary to support the needs of a child

How will you adapt play opportunities for my child?

The SENco and key person make regular observations on your child and keep you updated on their progress. With parental agreement, we liaise with outside agencies for support and guidance and encourage you and your child to contribute to planning experiences. A joint discussion with all involved enables the play opportunities to be adapted to the needs of your child and a Targeted Plan or behaviour plan may be drawn up to support your child's unique style of learning to enable them to learn at their individual pace. The Targeted Plan or Behaviour Plan is shared with you and updated at regular intervals. The Targeted Plan shows how the play opportunities could be adapted to accommodate your child's needs and includes strategies to support learning. This may mean setting up smaller group work (social communication groups), sourcing additional equipment and providing a support for changes to routines (visual timetable) etc. If necessary, we would seek top up funding to pay for a one-to-one support worker to ensure your child has access to the play opportunities on offer.

How will you get ready for my child going to his/her new school?

Transition is an important aspect within the setting and systems are put in place to support transition as the need arises. If your child leaves Topsham House and transfers to another setting before starting school, a Transition Progress Summary report is written and sent to the new setting. Your child's key person is happy to share information with the new setting. When your child leaves Topsham House and moves to school there is a planned period of transition. Transition books about the new school are shared with the children and there is school based role play where children dress up in school uniform and can pretend to be at school. Regular visits for all children transferring to the feeder school are organised in the summer term and there are meetings with the reception teachers to share information about children moving to the school. For children with SEND, the Topsham House SENco meets with the SENco within the school to share information to ensure that there are the appropriate measures in place to receive your child. This may involve the parents and reception teacher. If your child is moving to a school that is not known to us, Topsham House makes contact with that school and shares information about your child and how best to support transition. If appropriate we can organise a time so the key person accompanies the child on a transition visit to school. This allows the sharing of important information so that the school can prepare for your child. The 'Transition to School' document devised by The Specialist Needs Teaching Team is completed and sent to the school along with the child's records Transition Progress Summary report, Individual Tracker and Child monitoring Tool.

How will you and I know how my child is doing and how will you help me to support my child's learning?

The key person for your child will communicate with you on a regular basis to track your child's progress and suggest ideas for home learning based on observations of your child in the setting. Sharing of information, this is all logged and tracked on the EyLog which

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parents have constant access to. On entry, your key person will make observations on your child and use this information along with that given by you to complete an Early Assessment Review. This information is used to plot your child's starting points on an Individual progress Tracker which shows the development levels in line with the Early Years Foundation Stage. At the same time a document called ECAT will be completed to record your child's development in Speech and Language. Your child's key person will write 'My First Week at Nursery' and share this with you providing information about how they will plan the next steps in your child's learning within the setting and ideas to support you with their learning at home. If your child requires an EYFS (Early Years Foundation Stage) Progress Check at age then a Two year old report will be formulated, this will be written between the ages of 24-36 months. This will show progress in line with the Early Years Foundation Stage and provide an opportunity to seek advice and support from other professionals if necessary. A Progress Summary report will be completed once a term until your child leaves to go to school and then a final report will be written called a Transition Progress Summary. These reports will provide feedback on your child's progress, suggestions for next steps and the Transition Summary report will provide the school with information about the child's interests and support them as they transfer. At all times we work alongside parents and their children to ensure that we are meeting their needs and allowing them to reach their full potential.