



INCLUSION POLICY INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child is considered to have additional needs if they have significant learning difficulties in comparison to their peers which mean they need additional special attention or if a child has a disability that hinders or prevents the child from using educational facilities generally provided for the same age range. It is possible to accommodate children in wheelchairs.

Children may have EAL, (English as an additional language). In these cases, Nippertime would aim to adjust promote access to the environment with the guidance from Race Equality and Minority Achievement, (REMA), and meetings with the parents.

Nippertime's policy in relation to children who experience difficulties in learning or in adapting to the physical, social, or behavioural demands of the nursery environment is described below. We value and acknowledge children's individuality whilst promoting and valuing diversity and differences. It is important that children learn to feel good about themselves and value and respect others.

Nippertime recognises the right of each individual child, including those with additional needs, to an appropriate quality under 5's experience, which combines care and learning through play and education.

Nippertime is sensitive to the needs and feelings of children with additional needs and their families and will ensure individual needs are recognised and addressed. Parents/carers will be involved at every stage and in any plans that are made to meet a child's individual additional needs. Parents/carers discuss their child's routines, likes and dislikes as well as any other professionals involved with the child to form a detailed picture.

Resources are available within the environment enabling children to access resources of their choice. Nippertime provides resources to aid children with additional needs. We have limited spaces to give 1 to 1 support whilst a child is at Nippertime.

To support bilingual families, information regarding the setting can be given in verbal/written format. The parents can decide which format they would prefer.

Equality of opportunity for all children is essential and it is important that children with special needs have the opportunity of learning alongside their peers. For this reason, the special educational needs of children will normally be met in the setting.

If your child has additional needs of any kind, we will discuss

- how the child and parent can be helped
- how staff can be helped
- what advice and practical help we can get from outside agencies
- what adaptations need to be made
- how we can support and help the parent
- what behavioural or educational plan needs to be devised, with outside agency help, tailored to each individual child

Samantha Gibbins is the Inclusion Liaison Officer who is available for consultation and advice. Sam is qualified as a level 3 Early Years SEN coordinator.

The Disability and the Equality Act 2010 aims to end the discrimination that many disabled people face. This Act has been significantly extended, including by the Disability Discrimination Act 2005. It now gives disabled people rights in the areas of:

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- employment
- education
- access to goods, facilities, and services, including larger private clubs and land-based transport
- buying or renting land or property, including making it easier for disabled people to rent property and for tenants to make disability-related adaptations
- functions on public bodies, for example, issuing of licenses

The Act requires public bodies to promote equality of opportunity for disabled people. It also allows the government to set minimum standards so that disabled people can use public transport easily.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Sam Gibbins is the Inclusion Liaison Officer who is available for consultation and advice and is qualified as a level 3 Early Years SEN coordinator. Sam works alongside the child mentor to ensure that accurate records are kept and develops partnerships with other professionals and the family.

We aim to give a particular welcome to children and families with additional needs, adapting our provisions and resources as necessary, and offering additional support if required to help each child have full access to the full early years' curriculum.

Children are monitored closely when they join Nippertime to identify a child's needs. If additional needs are highlighted a meeting is arranged with the parents to discuss their child's needs.

Nippertime can apply for Early Intervention Funding, (EIF), to ensure the child's needs are met. The money may be used to buy resources or employ additional staff.

Response to Local Offer Questions

When the Children and Families Bill becomes enacted in 2014 local authorities will be required to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25. The intention of this local offer is to improve choice and transparency for families. From the Local Offer parents and carers will know what they can reasonably expect from their local area. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

Setting: NIPPERTIME PRESCHOOL Setting Ofsted URN: EY270799 Date: 24/01/24

Local offer 14 Questions and prompts	Prompts	Answers
<p>1) How does the setting if children need extra help and what should I do if I think my child may have special educational needs? How do you identify children with special educational needs? How will I be able to raise any concerns I may have?</p>	<p>2 year progress check is completed, observations, meetings with parents, SENCO and child mentor. Follow COP and policies</p>	<p>As part of a child settling in, we monitor their play and interactions with their peers for one month. We can assess where the child is in their learning. Staff take photographs and observation to document the child's play allowing them to plan the next steps of their learning journey, using Tapestry, The Early Years Online Learning Journal. Sam Gibbins is the Inclusion Liaison Officer who follows the Code of Practice. Each child has their own Child Mentor, (key person), on joining Nippertime. Surrey Portage and SEND advisor may get involved if required.</p>

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<p>2) How will early years setting and staff support my child?</p> <p>Who will oversee and plan the education programme, who will be working with my child and how often? What will be their roles? Who will explain this to me? How is the setting involved and what are their responsibilities? How does the setting know how effective its provision for children with special educational needs are?</p>	<p>Role of SENCO, 1:1 SEND support and child mentor, use of outside agencies, Team around the child / family meetings, assessment and monitoring of child, transition</p>	<p>Each child mentor plans their child's learning with the support of Sam Gibbins who completes the SEND support plan. Meetings are arranged with parents to keep them informed of their child's learning journey to the transition of leaving Nippertime to go to school. Nippertime can apply for Early Intervention Funding, (EIF), to ensure the child's needs are met. The money may be used to buy resources or employ additional staff.</p>
<p>3) How will the curriculum be matched to my child's needs?</p> <p>What are the setting's approaches to differentiation? How will that help my child?</p>	<p>Planning for individual children and stages of development, using SEND support plans and additional support</p>	<p>Nippertime will aim to provide the relevant resources to aid children with additional needs. Nippertime can apply for Early Intervention Funding, (EIF), to ensure the child's needs are met. The money may be used to buy resources or employ additional staff. Each child has their own learning journey planned by their mentor.</p>
<p>4) How will both you and I know how my child is doing and how will you help me to support my child's person's learning?</p> <p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the setting know how well my child is doing? How will I know what progress my child should be making? What opportunities will there be for regular contact about things that have happened at the setting e.g. a home schoolbook? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?</p>	<p>Meetings with parents, use of learning journey and summative assessment, 2 year progress check, COP and SEND support plans</p>	<p>Staff use Tapestry, The Early Years Online Learning Journal and parents can see their child's progression. Next steps are planned by all parties involved, the child, the parent, and the child mentor. Through verbal and e-mail communication, Nippertime can keep parents fully informed. The child mentor might give the parent 'homework' to practise activities at home with their child, for example, the child helps to peg washing on the washing line, to strengthen their pincer action to help their gripping skills.</p>
<p>5) What support will there be for my child's overall well-being?</p> <p>What is the pastoral, medical and social support available in the setting for children with SEND? How does the setting manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child being able to contribute his or her views? How will the setting support my child to do this?</p>	<p>medication policy, care plans, consulting with children's, behaviour management and policies. Surrey's guidance on intimate care and toileting</p>	<p>Nippertime does not administer any medicines to children except for self-medicating such as inhalers /EpiPen's or for children with a long-term medical condition. A medication form must be completed by the child's parent / carer containing clear instructions for the administration of the medication and will only be carried out by a trained member of staff overseen by the Manager or Senior Team Leader. Medication will only be administered if in the original packaging with the details from the doctor, child's name, date, and instructions. Before a child starts a meeting may be arranged with our SEND Advisor to decide on the plan of action. To start with this could be a gradual process starting with an hour increasing slowly but ensuring the child's needs are foremost.</p>
<p>6) What specialist services and expertise are available at or accessed by the setting?</p> <p>Are there specialist staff working at the setting and what are their qualifications? What other services does the setting have?</p>	<p>Staff training early language team input, SEND advisor, outside agencies (SLT, OT, EP),</p>	<p>Nippertime staff have experience with working with children with additional needs and works closely with our SEND advisor and outside agencies. Other agencies may include -</p> <ul style="list-style-type: none"> • PORTAGE • SPEECH AND LANGUAGE



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	multi-disciplinary meetings	<ul style="list-style-type: none"> • OCCUPATIONAL THERAPIST • COMMUNITY PAEDIATRICIAN • PHYSIOTHERAPIST • HEALTH VISITOR • SOCIAL SERVICES
<p>7) What training are the staff supporting children with SEND had or are having? This should include recent and future planned training and disability awareness.</p>	Staff training and qualifications e.g. SENCO, new to role, SEND, COP, SENCO forums	Sam Gibbins uses her own personal experiences which enables Nippertime to support children with additional needs.
<p>8) How will my child be included in activities outside the classroom including school trips? Will he or she be able to access all of the activities of the setting and how will you assist him or her to do so? How do you involve parent / carers in planning activities and trips?</p>	Planning for trips out to include all children, adaptations and additional support	Children with additional needs are encouraged to participate in activities within the setting. Equality of opportunity for all children is essential and it is important that children with additional needs have the opportunity of learning alongside their peers. Parents are encouraged to make suggestions of activities they know their child enjoys.
<p>9) How accessible is the setting environment? Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting communicate with parent carers whose first language is not English? How will equipment and facilities to support children with special educational needs be secured?</p>	Current and possible changes to your premises, including all families, translations, visual support	There is wheelchair access. To support bilingual families, information regarding the setting can be given in verbal/written format. The parents can decide which format they would prefer.
<p>10) How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education? What preparation will there be for both the setting and my child/young person before he or she joins the setting. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting or school? How will you support a new setting / school to prepare for my child?</p>	Transition meetings and links with other settings and schools, TAC/TAF and multi-disciplinary meetings to prepare for a child. Photo books and visits, Info passed on to new setting, Learning journeys, assessments etc	On joining parents complete 'About Me' on Tapestry. During the child's time at Nippertime the child mentor completes a child's learning journey which is passed onto another setting / school.
<p>11) How are the setting resources allocated and matched to children's special educational needs? How is the setting's special educational needs budget allocated?</p>	Deployment of staff in setting, additional funding e.g. Inclusion grant, discretionary funding, EHC Plan	Nippertime can apply for Early Intervention Funding, (EIF), to ensure the child's needs are met. The money may be used to buy resources or employ additional staff.
<p>12) How is the decision made about what type and how much support my child will receive? Describe the decision-making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How</p>	Meetings with families and all professionals involved with child, EHCP, allocation of 1:1	To decide the best place of action for the child's specific needs a meeting is arranged for all parties attend to discuss and plan the child's progress. By completing and monitoring the child's educational plan Sam Gibbins and the child mentor can assess the child's progression.

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<p>does the setting judge whether the support has had an impact?</p>	<p>support</p>	
<p>13) How are parents involved in the setting? How can I be involved? Describe the setting's to involving parents in decision making and day to day school life including for their own child.</p>	<p>Consulting with parents in planning for each child, SEND support plans, EHCP</p>	<p>Nippertime recognises that working in partnership with parents is of major value and importance to the preschool in enabling it to provide a happy, caring, and stable environment for children and their parents. We aim to form good relationships with parents so that parents can exchange information regarding their children easily and comfortably with the preschool staff. Transparency is a fundamental principle of Nippertime. Appropriate and prompt action is taken on any concerns raised. If a child is identified as a child in need, we give appropriate information to referring agencies, keeping parents always informed.</p>
<p>14) Who can I contact for further information? Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who should I contact if I am considering whether child should join the setting? Who is the SEND Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?</p>	<p>SENCO, Keyperson, Keyworker for child</p> <p>Information about local services on Local Authority website (Local Offer)</p>	<p>The Manager of Nippertime is Sam Gibbins. Sam is also the Liaison Officer, (SEN Coordinator) at Nippertime. Sam can be contacted on 07903 361054.</p> <p>Each child has their own 'child mentor', (key worker) and they can participate in observations to see where the child is in their learning. This information is downloaded on the child's learning journal called 'Tapestry'. Parents can access this system.</p>