

The Chase Nursery Holland Park Local Offer

The Chase Nursery Holland Park welcomes all children with Special Educational Needs and Disabilities to the setting. We aim to be always inclusive and respectful of each individual child's needs. As an inclusive setting we ensure all children are provided with a safe, secure, and friendly environment.

Our trained SENCO is Miss Stacey Arnull, she has been working with SEN children and young people with additional needs and/or disabilities for over 4 years also helping others with their SENCo training.

All children are allocated a Key person who will be responsible for completing observations on your child, however if you have a child that requires additional support during their time at The Chase Holland Park, our SENCo will be on hand to offer all the support and advice needed.

Our Building

The Chase Nursery is situated within the grounds of Holland Park School and is a purpose built nursery provision building. Parents can park alongside nearby roads, taking care not to block resident's driveway entrances or the school entrance. The nursery has a main entrance through the office or by each rooms back door. We also have an after school club that is facilitated within our development garden or 2-3 room and is well equipped for children ages up to 11 years old.

Our outdoor gardens offer an additional space for the children and has all the areas of learning as a focus throughout the garden which is ready for all of our children to explore and create their own adventures. We also have a development garden with our tree house which our children love and this also has all 7 areas of learning offered within our large garden area. We also have our fish pond in this area where the children are encouraged to feed the fish and go pond dipping when appropriate.

Our staff & their responsibilities

Our SENCO Stacey Arnull assists and supports the staff on how to monitor our children's care and development. She will make sure that the staff are working on the child's outcomes, whilst making sure that both the child and their parents are at the center of all decision-making processes and to implement 'The graduated Approach of 'assess, plan, do & review. Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes.

All staff are aware and use Makaton during the day-to-day routine of the nursery with all children. All staff are pediatric first aid trained when used in ratios.

Our Safeguarding Officers are Daisy Hampshire and Kerry Boughey. They are responsible for any safeguarding issues. Please refer to our Safeguarding Children Policy for more information.

How can we identify that a child needs extra help and support?

We complete ongoing observational assessments of all children in our care. These are linked to the Birth to 5 matters which shows the Stages of Development set by the non-statutory guidance and we also follow the send code of practice 0-25 years. This can help us identify children who are not meeting their developmental goals. These observations are discussed with other staff, the SENCo and Manager. It is then decided which the most effective plan of action will be to support their needs.

If you have any concerns about your child's development, you can ask for time to discuss this in private with us. If your child's key person has identified a possible individual need, they will discuss the matter with you in private and together plan to support your child's learning and development.

Reports from health care professionals, such as Health Visitors and Speech and Language Therapists can identify children's individual needs. The setting welcomes parents and professionals to share these reports with us to plan appropriately to meet individual needs.

How we will support children who may Special Educational Needs/disabilities?

Our SENCo will explain how children's individual needs can be met by planning support using Outcomes and/or a One Page Profile or in some cases, a One Plan. We will also gather further guidance and advice from our designated inclusion partner. The SENCo will also explain who can become involved in your child's development and their role. The Key Person will work with the SENCo to oversee the individual targets for your child. The Key person will be in most sessions with the child, with the SENCo at hand for support. They will identify individual needs and plan next steps, accessing additional support from others where necessary.

The Chase Nursery works with the parents/carers alongside a range of support agencies including; (this is not an exhaustive list)

- Speech and language therapists
- Educational Psychologists
- Behaviour support services
- Paediatricians and/or other medical services
- Occupational Therapists
- Physiotherapists

- Educational welfare officers
- Children's services
- Child and family support services
- Inclusion Partners

How do you know your child is developing?

Children at The Chase Nursery Holland Park have an online Learning Journal profile as well as a scrapbook which contains children's work and observations completed by the Key Person and summative assessments are undertaken at the end of each term to highlight progress or any concerns. Parents are encouraged to share their child's learning at home through Tapestry or parent meetings.

How will you be involved in the planning for your child's education

Parents are involved from the initial visits at nursery to register their child at the setting. 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 on-going basis about individual needs of their child via questionnaires sent home, suggestion box and using Tapestry to upload pictures of their learning at home. We also welcome parents to inform us of any agencies involved with the child/ family. Planning is visibly displayed in each of the rooms and for parents to view if they wish.

All Outcomes and One-page & One Plan profiles will be discussed and shared with Parents/Carers and any supporting agencies that may be involved.

How is a decision made with regards to additional help offered?

Decisions are made about how much support a child can receive by monitoring and observing the child which is completed by the key person in the setting. This is then discussed with parents, SENCo and the Manager. Observational assessments linked to the EYFS development matters and knowledge of the child's development will be used to identify the type of support required. Extra support will be put in place, when necessary, with the aim of enabling the child to become independent within the environment. On-going partnerships working with parents, by the setting and other professionals involved with the child/family will support the decision-making process. The SENCo will advise on the process of applying for extra support.

What support will be there for my child's well-being?

Each child that attends our nursery we want them to feel safe and secure

and happy. Children need a range of opportunities to be active. Our staff are good role models to help all children that attend try new experiences by offering a broad and fun curriculum. We actively promote how we are feeling and teach children that it is okay and normal to go through a range of feelings and emotions.

We will help any child that may be struggling or who may need some 'quiet time' by giving that child what they may need.

We make sure that all children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the key person or SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part.

How will the setting prepare and support my child to join the nursery setting, transfer to a new setting and or the next education stage and life?

We offer settle sessions as part of our registration process, but we can extend these sessions if your child should need it.

We will complete an initial parent meeting appointment that gives the parents/carers to go through their concerns, insight to home life and difficulties (if any). If we need to adapt our environment to meet the needs of the child, then we will fully support this.

If there are any health professionals already involved in the child's life, then a follow up appointment is needed to make sure that we have all the necessary information to support a smooth transition into our Chase family.

To support the next stage of transition to another educational setting, our SENCO is responsible for making sure that all paperwork is fully completed and information has been consented by the parents/carers to share this with the forwarding establishment.

Will we be informed if any additional funding has been secured and what will this be spent on?

We look at individual needs and liaise with the parents/carers on what additional funding is needed to support the child. Once consented, our SENCO will look at what interventions and strategies are needed to fully support the child.

This may be an additional staff member on a one-to-one basis, staff training or in-house training that may be needed.

We may need additional resources for a child's emotional wellbeing as well as sensory aids.

Legislation & Guidance:

**Early Years Foundation Stage Statutory Framework September 2021
Birth to 5 Matters 2021**

Special Educational needs and disabilities SEND Code of practice 0-25 years
2015
Children and Families Act 2014
The Early Years Foundation Stage Framework
The Principles of Early Support Guidance
The United Nations Convention on the rights of the child 1989
Children's Act 1989
The Equality Act 2010

Dated: 26/08/2021 Signed: DHampshire

Print Name: DAISY

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