SEND local offer

Bristol's vision for the Local Offer:
Bristol's vision is that children and young people with special educational needs and disabilities (SEND) in Bristol are given the best possible help towards a healthy, independent and fulfilling life. At Archfield &Woodland House Nursery we ensure that this vision is incorporated into our practice. All children are welcome regardless of ability, disability, race, religion or culture and are all welcome to play, learn, and develop alongside their peers in a stimulating and safe environment.

Below is a list of frequently ask questions from parents/carers;

How will you know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?
A child may come to us with special needs already identified. In this case we will liaise closely with you and professionals already involved to ensure that appropriate support and training is put in to place ready for when they start. If you have concerns about your child's progress or well-being please raise these with a member of staff. Every child is allocated a key person.
Archfield/Woodland House Nursery will:

- Observe all children and monitor their learning and development, if we have any concerns about your child we will talk to you first.
- Work in partnership with you, the Parents/Carers.
- Follow our SEND policy and speak to the named SENDCo (Special Educational Needs and Disability Co-ordinator) about any concerns.
- Online learning journals documenting children's learning and development.
- Access training to further knowledge.

What support will there be for my child's overall well-being?
The well-being of all children at Archfield/Woodland House is our primary concern and all children are supported with their social and emotional development.
Archfield/Woodland House Nursery will:

- Follow a Key Person & buddy system and personal settling in programmes.
- Working in partnership with Parents/Carers, building close relationships and discussing any changes in circumstances that could impact a child's well-being e.g a new sibling.

- Make individualised provision for children and their families where support is required.
- Ensure our practice is inclusive at all times.
- Have a well-being and engagement curriculum.
- Provide home inspired learning environments responsive to children's needs and interests.
- Provide healthy snacks and meal times.
- Meet children's individual medical and dietary needs, creating health care and dietary individual plans where needed.

How accessible is the Archfield/Woodland House Nursery environment?

- We adhere to the SEND Code of Practice (May 2015) and make reasonable adjustments to ensure inclusive practice for all children including those with special educational needs and disabilities.
- If families have English as an additional language (EAL), they will be encouraged to share words in their home language with their key person for them to use with their child.
- Access limited to a degree with Woodland being based on the 1st floor of the building with stairs. At Archfield access is also limited due to stairs being the access to most rooms.
- Stairs to gain access to outdoor space leading to garden with a variety of equipment.

How is the decision made about what type and how much support my child will receive?

- We need to adhere to SEND Code of Practice (May 2015).
- We will liaise with appropriate professionals and outside agencies.
- The SENDCo and child's key person will provide support specific to needs of the child, Setting Support Plan (SSP), IEP's (Individual Education Plans) or IBP's (Individual Behaviour Plans) if required.
- Should additional support be required, this is undertaken after consultation with families, relevant staff and other professionals as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support.

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

Archfield/Woodland House Nursery will:

- Following our settling in procedure, tailoring it to reflect individual needs and circumstances.

- Work with Parents/Carers to complete the ‘all about me’ information sheet.
- Liaise with current or previous setting, if applicable.
- Arrange school visits
- Complete transition documents which will be sent to new school/setting.
- Further support is provided as necessary for those with SEND, including additional visits to the new setting by the child and Parents/Carers, visits to our setting by new teachers and visits to the new setting by our staff, where needed.

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

- Parents/Carers can access their child’s online learning journal from home. Parents/Carers are encouraged to contribute to their child’s online learning journal.
- If a child has an SSP (Setting Support Plan), IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) Parents/Carers will be encouraged to support the targets at home. Strategies and targets will be discussed at regular review meetings.
- Regular key person and SENDCo meetings take place to support children.
- TAC (Team Around the Child) meetings (if applicable).
- Daily conversations at drop off/pick up. Parents/Carers are encouraged to share their child’s interests, achievements and special events along with having any concerns by talking to staff during handovers, or by having a more formal meeting.
- Parents Evenings.

How are Archfield/Woodland House Nursery’s resources allocated and matched to children’s Special Educational Needs and Disabilities?

- We follow ‘Planning In The Moment’ meaning our planning is based around children’s interests and children take a lead in their play.
- Our resources are open ended and inclusive,
- Differentiation is used for individuals, for example, for a child who has speech, language and communication needs, practitioners will use simplified language, Makaton and/or pictures to support them.
- We can apply for additional funding in order to meet additional needs of children with complex SEN and Disabilities. This may include obtaining specialist equipment, providing a higher ratio of staff and/or attending additional specialist training.

How will staff in your setting support my child and how will you communicate to all staff that my child has Special Educational Needs or a disability and the support she/he will need?

- Specialist training will be attended when needed e.g for epilepsy etc.
- Each child has an allocated Key Person who builds strong relationships with children and families, getting to know them as individuals.
- Confidentiality is adhered to in all meetings and information shared on a need to know basis.
- All staff to work with all children, supporting their SSP (Setting Support Plan) IEP (Individual Education Plan) or IBP (Individual Behaviour Plan), if necessary.
- EHC (Education, Health and Care) assessment application can be completed, if relevant.
- We adhere to the SEND Code of Practice (May 2015) and the EYFS (Early Years Foundation Stage, 2024).

How will my child be included in activities outside the setting including visits or outings?

- We promote involvement of all of our children in all aspects of the curriculum, including special events, activities and trips.
- Where there are concerns for safety and access, a personalised risk assessment is carried out. This will consider if reasonable adjustments can be made to meet any additional needs; if appropriate Parent/Carers are consulted and involved in the planning.

What specialist services and expertise are available at or accessed by the nursery and how do you all work together?

- We have experienced, qualified, knowledgeable and caring staff
- We have a designated SENDCo
- We can access Local Authority support from Inclusion Support Workers and Children's Centres.
- Where needed we work in partnership with other professionals such as; Occupational Therapist, Health Visitors and Speech and Language Therapists, Social services, Educational Psychologists etc.
- TAC (Team Around the Child) meetings.
- SENDCo communicates regularly with staff to fully support children.

What training has the staff supporting children with SEND had?

- Regular SENDCo Network meetings are attended.
- SENDCo training is available and accessed.
- Staff can attend specific SEND training e.g. Hearing impairment training, autism training etc.
- Staff knowledge is regularly updated through staff meetings.

- Visual aids and Makaton are used
- Other agency support can be accessed when needed.
- Staff have experience of managing children with medical needs e.g. Epipen, Asthma etc.

Who can I contact for further information?

- Local offer – Bristol Council
  https://www.bristol.gov.uk/social-care-health/guide-to-the-bristol-send-local-offer
- Supportive parents
  https://www.supportiveparents.org.uk/how-we-help/areas-covered/bristol-services/
- Children's Centres
- Health Visitors
- GP
- Opportunity groups
- Charity groups – support
- SENDCo
- Other parents
- Early support
- Families, Local Offer, Resources and Advice (FLORA)-
  flora@bristol.gov.uk or call 0117 3526020 (phone lines are open Monday, Tuesday, Thursday 8.30am -5.00 pm, Wed 10.30am to 8.00 pm, Friday 8.30am -4.30pm).