



Muriel Green Nursery School and Day Care



Early Years Offer 2018

Reviewed: July 2017 by: Headteacher

Mid Year Review: January 2018

Next Review: July 2018



Early Years Offer
Muriel Green Nursery and Pre School, St Albans

Ofsted number: EY225164

1. How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

- Muriel Green Pre School welcomes all children and parents are encouraged to inform the setting of any SENDs as soon as possible. Parents are welcome to visit the setting to see the facilities and share their concerns with the Headteacher/ Special Educational Needs Co-ordinator (SENCO) Gemma Williamson, Day Care Special Educational Needs Co-ordinator, Audrey Evans or Day Care Manager Carina Rogers.
- The setting makes regular observations of your child. These are kept in individual Learning Journals that are always available for you and your child to look at.
- Children's progress is measured against the Early Years Outcomes and is reviewed regularly for all children
- Observation of children may indicate a need. Early identification and intervention to give additional support are key to successful outcomes.
- Children are identified if they are not showing the development usually expected for their age.
- On entry you are invited to share information with the Key Practitioners who will be working with your child. This may be done in the setting or on a home visit.
- With your permission the setting will liaise with other settings your child has attended and with other professionals who have been involved.
- You will be invited to regular consultations with your child's key practitioner about their progress and development.
- We encourage all parents to share any concerns they may have with the key practitioner, SENCO or Headteacher.
- Through observations and conversations with children and parents the Practitioners build a picture of a child's development and their interests.



2. How will the setting staff support my child?

- All children will have good quality interactions from staff in our high quality environment which supports young children's development across all areas of learning and development.
- Staff will observe your child and make assessments from which to plan for individual learning and development based on their needs and interests.
- The SENCO and Key Worker will work in partnership with you to develop and review provision for your child.
- Activities are differentiated to allow for the needs of all children. Individual strategies will be put in place if your child requires additional support.
- Children with SEND will be supported by their Key Practitioner and dependent on the identified SEND additional staff may be put in place
- Strategies for supporting your child's learning, development, progress and care will be regularly reviewed and adapted as necessary to ensure they achieve their best. You will be invited to be fully involved in this process and the advice of other professionals may be included.



3. How will I know how my child is doing?

- Informally each day there is the opportunity for brief feedback from practitioners. Longer appointments may be made at any time.
- A Unique Child Summary is shared with parents each term that provides information about progress and development. It also gives some targets to work on. Two year checks are completed after each child's second birthday.
- Your child may have smaller targets that in dialogue with you are reviewed and adjusted more frequently.
- You may look at your child's Learning Journal at any time. It will have observations, photographs showing their interests and development.
- In addition your child may have a communication book that enables information between home and school to be shared daily.
- Early Years Outcomes are highlighted regularly to give a clear picture of what your child can do confidently and the areas they are still to develop. These are kept in your child's Learning Journal.
- Parents of children with SEND will be invited into the setting more frequently to discuss their child's progress and development and review the support they have. Staff will explain to parents the age related expectations and how their child is working towards these.



4. How will the learning and development provision be matched to my child's needs?

- Key Practitioners will know your child well, they will adjust activities and support your child in line with agreed targets and identified needs and interests. They also ensure that other room staff are aware of your child's needs too.
- Frequent reviews of progress and provision will ensure that it continues to meet individual needs.
- If the setting feels that further advice and support is needed then in consultation with you other agencies will become involved.
- Provision will be made on an individual basis e.g. adult support, adaptations of the environment, specific resources or equipment. You will be consulted about your child's needs at regular meetings that review support, provision, progress and next steps.
- The setting always acts on advice from outside agencies that may be involved with a child e.g. OT, Speech and Language when planning provision and support for individuals

5. What support will there be for my child's overall wellbeing?

- All room staff will quickly get to know your child and their interests. The setting is a nurturing and caring environment, all staff work to ensure the wellbeing of all children.
- Personal, social and emotional development is a fundamental part of daily routines and planned activities. Regular routines are followed and supported by the use of visuals.
- Children are encouraged to be independent and share their interests, views and ideas.
- Other policies related to wellbeing are available on the setting's website.
- Children with individual medical needs will have their own health care plan.
- The setting has procedures in place for the administration of prescribed medication



6. What specialist services and expertise are available at or accessed by the setting?

- The setting is able to access all relevant children's services for advice and support.
- Staff have experience working with children with a wide range of needs including: autism, ADHD and speech and language, physical, sensory and medical disorders
- The setting shares a building with healthcare professionals and has good links with the Alban Way Children's Centre.

7. What training and/or experience do the staff, supporting children with SEND, have?

- The setting is led by qualified teachers and Practitioners. The SENCO is a qualified teacher. She attends cluster meetings and training to keep up to date with best practice.
- All staff engage in continuous professional development. There are regular training sessions for all staff which have recently included developing speaking skills, inclusion and behaviour.
- Additional staff training is given as and when required to meet the needs of individual children.

8. How will my child be included in activities outside the setting?

- All children have access to all activities and provision is put in place individually for any adjustments in consultation with parents.
- Visits away from the site e.g. local parks are always risk assessed to ensure safe participation for all children.



9. How will I be involved in discussions about and planning for my child's learning and development?

Through

- Home visit
- Daily informal conversations with Key Practitioner
- Home/setting communication book if appropriate
- Consultations and planned meetings with Key Practitioner and/or Senco. A meeting can be requested via the office at any time.

10. How accessible is the building / environment?

- The setting both indoors and outside is fully wheelchair accessible.
- There are disabled bathroom facilities.
- The setting makes all reasonable adjustments to environments to facilitate the needs of every child.

11. How will the setting prepare and support my child with transitions between home, settings and school?

- Transition into the setting is supported by a home visit and settle visits where parents visit the setting with their child. A visit by a member of staff to a previous setting can be arranged. The SENCo will liaise with other professional involved with your child if appropriate.
- Transition to another setting / school; information will be shared with the receiving setting with parental permission. Settings usually visit children here prior to transfer. There are planned activities for children to develop understanding of going to school e.g. role play, photographs, school uniforms. The SENCo will liaise with the receiving setting for a child with SEND.



12. How will [the setting's] resources be used to support children's special educational needs?

- Staff are deployed to offer the best support to all children. A child with SEND will be supported by their Key Practitioner in liaison with the SENCo. A child may have additional adult support dependent on their needs.
- The setting is well resourced indoors and outside. Additional, specialist resources may be purchased to support the needs of individual children.

13. Who can I contact for further information about the early years offer in the setting?

- The SENCO: Gemma Williamson or Audrey Evans can be contacted through the office.
- Our aim is to maintain an open dialogue with parents and resolve any queries as quickly as possible to everyone's satisfaction.

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer