



Statutory Framework for the Early Years Foundation Stage:

The Safeguarding and Welfare Requirement: Equal Opportunities

3.66 Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

SEND Local Offer

Dizzy Ducks Day Nursery Mayflower

OUR LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The purpose of a local offer is to enable parents and carers see clearly what services are available for children with SEND in their area and how to access them.

The following questions and answers forms our local offer and shows how we provide for children with special educational needs and disabilities.

- 1) **How does Dizzy Ducks Day Nurseries know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?**

Here at Dizzy Ducks Day Nurseries each child has a designated key person. Their role is to develop a trusting sensitive relationship with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can discuss these with your child's key person at any time or speak to our Special Educational Needs Co-ordinator **Sarah Tayler**.

The children are always at the heart of everything we do.

Ongoing observational assessments are made of all children and are linked to the Development Matters ages and stages of development which are found in the Early Years Foundation Stage. This in some cases identifies individual needs. These observations will be discussed with our SENCO. If your child's key person has identified a possible individual need, they will discuss this with you, and plan with you to support your child's learning and development. Our SENCO will offer support and advice to your child's key person and other staff in the setting and will also liaise with other professionals to seek advice and support in identifying individual needs if necessary.

We can seek support and advice from our local Area SENCO with your permission. The Area Special needs co-ordinator offers settings advice and support to ensure we are meeting your child's needs and refer appropriately. They can meet with the parents after they have observed the child in the setting.

Reports from health care professionals, such as health visitors, speech and language therapists, will identify your child's individual needs. We welcome parents and professionals sharing these reports in order to plan appropriately to meet these needs.

- 2) **How will you support my child?**

Before starting at Dizzy Ducks Day Nursery we will invite you to have settle sessions in which you will be asked to attend the initial session with your child. This is part of our 'Settling In' Policy and Procedures, and is highly successful for all concerned. Parents and children can find this transition very scary and to relieve anxiety we want you to get to know us first. You and your child will relax once you have got to know us and the setting. This time also helps us to build a picture and gain information about your child.

We will ask you to complete a 'Child Entry Pack' about your child; this will help us to share information about your child's strengths and needs. During the settle session(s) you will be able to discuss with the Key Person and/or our SENCO, any concerns or requirements your child may have.



We will work with you to support your child together, listening to you and your child. Your Child's Key Person or our SENCO can explain how children's individual needs can be met by planning support using an Individual Plan (I.P) or a 'One page Profile' and advice from the Area SENCO will also explain who may be involved and their roles.

Observations, assessments and evaluations all contribute towards I.P.s and one page profiles and your child's key person would oversee the focused outcomes for your child.

These are always available for you to view and comment on. These are stored with your child's learning journey. Your child's key person will be in the room when your child attends, fostering a relationship with and understanding your child.

They will identify individual needs and plan next steps, accessing additional support from other professionals where necessary, your child's Learning Style, interests and stage of development will be used support their development. The manager will maintain an overview of experiences and progress and the SENCO will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, reviewing the focussed outcomes and planning new ones together, and give ideas to use at home to support your child. We use a person centred approach and the cycle of – DO – PLAN – REVIEW – ASSESS -

3) **How will the curriculum be matched to my child's needs?**

We will get to know about your child before they start and through ongoing observational assessments. Targets linked to the Early Years Foundation Stage ages and stages of development will be set on one page profiles to support the learning and development of your child. This enables planning for individual needs and learning goals. In addition to the one page profiles, they will have a Learning Journey; this will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps.

Your child's key person and our SENCO will work together to make sure that the environment, routines and activities support your child's needs, and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We will ask for copies of assessments from other professionals before your child starts, and advice may be sought, if necessary, with your prior permission.

Our staff will monitor and analyse progress of children within the setting to address any areas of weakness. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

The children's Learning Styles, interests and stage of development will be recognised and used to promote achievements and development.

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

Assessment systems are in place such termly individual progress reports and written next steps and a 2 year progress reviews are carried out which are all linked to the EYFS ages and stages of development.

We hold parent evening 3 times a year which allow great opportunities for yourself and your child's key person to discuss your child's progress and any area's which you are concerned about.

We are a very welcoming and happy setting, with very good relationships with our families.

We have daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two way communication between us.

Newsletters are sent out weekly and on our website and information is displayed in main hall and entrance area.

Notices are put up on front door of each room with what is happening at Dizzy Ducks Day Nurseries and a list of learning intentions and activities are displayed enabling you to further support your child's learning.



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

Our practitioners are welcoming and friendly, providing an inclusive, sensitive and positive approach. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care such as changing nappies.

Personal health plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then you will be required to complete and sign a Medication Permission form and you will be informed of the administration of the medicine and be asked to sign the form in accordance with our Health and Hygiene Policy.

Our staff are vetted prior to recruitment with us and a vigorous recruitment process is in place. **Sarah Tayler** is our Designated Safeguarding Officer, who attends regular conferences and training.

Policies and Procedures are available for parents in main hall.

Activities will be adapted to ensure your child is able to interact fully with the environment, and visual strategies, such as a visual time table is used to help them understand our routines. Our book area is welcoming and provides a quiet area to retreat to if your child is tired, or needs some quiet time. For our younger babies we have built in sleep rooms which are fully fitted with cots and foam beds for the children to have their daily sleeps.

We are aware that some kinds of undesirable behaviour may arise from a child's special needs. We will refer to our Positive Behaviour Management policy and will work with you and your child to provide a consistent and planned approach to improve behaviour. For further details, please see our Policy.

6) What specialist services and expertise are available at or accessed by Dizzy Ducks Day Nurseries?

All staff have experience working with the Early Years age group and understand Child Development, each staff member has Early years foundation stage training before observing and managing children's development. Staff have accessed specific training on Speech and Language courses, Positive Behaviour Management, Autism and lots more.

We attend regular training and have worked with children on the Autistic Spectrum, Global Delay, Sight and Hearing Impairments, Down syndrome, speech and language difficulties and ADHD.

We have experience of working with children with English as an additional language and seek Bi-lingual support. The setting endeavours to cater for children from other cultures and religions and has multi-cultural resources within our setting as well as celebration various cultural festivals. We value and respect others beliefs and visual support is given, such as communication books, photos and visual timetables, visual cultural posters and various languages are displayed throughout the nursery.

All children make very good progress within our setting and are happy and well catered for.

We have links with our local Children's Centre and can sign post you to support which is available through there, for example drop in Speech and Language sessions. We will work alongside the specialist services involved with your child and they are welcome to visit the nursery to Work closely with you and your child which will enable us to build stronger relationships and understand your support needs better.

Our Area SENCO aims to help Early Years and Childcare practitioners to provide the best possible experience for children with SEND at Nursery. The SENCO will support practitioners in meeting children's individual needs through offering home advice, observing individual children in the setting, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training. Parental agreement will be obtained before the SENCO team become involved with any individual child.

7) What specialist services and expertise are available at or accessed by Dizzy Ducks Day Nurseries?



Dizzy Ducks practitioners have access to child development training and have experience working with the Early Years age group. All have a First Aid qualification and some members of staff have attended Speech and Language training, supporting Early Communication. All staff regularly attend training which is cascaded to all staff at staff meetings and a record of staff training is kept on file. We are supported with advice from our Area SENCO, Speech and Language therapists, Teachers and Health Visitors. Further training will be sought and accessed to support an identified SEND.

8) How will my child be included in activities outside the nursery including trips?

All visits or trips would be planned in order to include all of our children. We will endeavour to include parents/carers in the planning of the visit off site to identify the needs of your child. All parents are invited to join us on our trip.

A risk assessment would be carried out prior to the visit.

We would also take along any aides or medication your child as identified.

9) How accessible is the environment at Mayflower Dizzy Ducks? (Indoors and outdoors)

We are a multipurpose built nursery which has two separate large outdoor areas. Although our building is slightly raised we have a built in outdoor lift suitable for wheelchair access and push chairs, and a ramp which leads to our back garden and decking area. We have a large level hall way wide enough for wheel chair access and push chair access. Each room is wheel chair accessible and the door handles are at low levels as well as the light switches. We have a disabled toilet with rail. We are very flexible and the environment can be adapted to allow easy access and movability. We have disabled parking directly opposite setting and access for offloading in front of building.

If you are a parent/carer whose first language is not English, you can nominate a representative who speaks English, or if possible, we can arrange for an external interpreter.

Signs and posters around the setting are used with pictures helping children identify equipment and play areas.

We provide multi-sensory activities as part of our planning and have a multi-sensory room equipped with a bubble tube, soft play equipment, multi coloured lights and various sensory experience equipment. Policies are updated regularly and are available for parents. Additional funding may be obtained by the setting to help us meet your child's needs.

Regular Risk assessments are carried out to ensure our environment is safe and secure.

10) How will the Dizzy Ducks prepare and support my child to join the nursery or transfer to a new setting/school?

We offer one or more introductory sessions called settle sessions for you and your child prior to your child's start date, when they will be an opportunity to discuss any requirements. These sessions give us the chance to get to know you, and your family, and these provided an opportunity for you to share with us details of your child's needs and the involvement of other agencies, and to agree with you a consistent approach to ensure the continuity of care for your child.

We have a well prepared and tested, 'Settling In and Transition Programme'. This has been used for several years, and not only build s firm relationships with all concerned, it prevents separation anxiety.

We offer a flexible settling in period, should your child have difficulties settling in.

When transferring to another setting or moving on to school, the nursery will invite the Key Person/teacher to attend your child's sessions at Nursery to help them become familiar with them and to discuss your child's strengths and needs.

Staff and children make visits to the local schools when and where possible. We also have photo books of some of our local schools, which we share with the children as well as sample uniforms which the children have the opportunity to wear within our role play area. We have very good relationships with our local schools and



professionals within our area. We have an excellent reputation with our local community. Your child's Learning Journal, IEP's and any other information that may be relevant to your child will be passed on to the new setting giving them the time to make necessary plans for any changes they may need to make.

If the area SENCO Team have been involved they will also help with the transition to school and remain involved until the end of the first term at school.

11) How are our resources allocated and matched to children's special educational needs?

A dedicated budget is available to train staff and purchase specific equipment. We do have excellent facilities and resources within the setting however we are a forward thinking company and so endeavour to provide the best equipment for the individual children that we care for.

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

Through the observation process linked to the EYFS ages and stages of development, and in discussion with you, the Key Person, the SENCO will identify what support is required.

Extra support will be put in place if necessary after group discussions and meetings.

Ongoing partnerships with you and other professionals are highly important in gaining the best support for your child. Together with our SENCO we will support the decision making process to planned targets on the IEP'S. The IEP's will be written after consulting with you and will include; how you can support your child at home. Through regular observations we can track your child's progress.

Our SENCO and your child's key person will give advice on meeting your child's needs within the nursery and in consultation with you and other professionals where necessary with your permission.

Reports from health care professionals and other professionals, who are working with your child, will be used to plan support within the setting.

Staff meetings within the settling will ensure all staff working with your child knows your child's strengths and needs, and how to support them. These meetings will included the practitioners working directly with your child.

13) How are parents involved within Dizzy Ducks?

We value parents/carers involvement within Dizzy Ducks and your child's learning journey with us. Parents/carers can come into the setting to see their child in the play environment if necessary.

You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.

Your permission will be sought before involving outside agencies. We offer various parent partnership days each year which you are invited to join in, this include, Marvellous Mummy week, Dazzling Daddy week, sports days and graduation ceremonies. We also have an annual grandparent's week to invite your child's extended family in to be part of their learning journey.

Parents can email or telephone the nursery management directly, and can call at any time to talk directly to your child's key person about any concerns or information when parents, are unable to come into setting.

Sarah Tayler, Nursery Manager –sarah.tayler@dizzyducks.co.uk 01277 633555 or 01277 545904.

Parents are welcome before and after session's and your child's key Person or Sarah are always available.

14) Who can I contact for further information?

Our Nursery Manager or your child's key person is always available during each day if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child, such as the Families Information Service, Health Visitors, Speech and Language Therapists and the Local Children's centres, and can access support from our Area SENCO with your permission.



We have two practitioners who are our Positive Behaviour Management officers and can offer advice and strategies to cope with undesirable behaviour.

Free Entitlement for 2 year olds

What is Free Entitlement for 2 year olds?

The Free Entitlement for 2 year olds is funding provided by the Government. The funding offers free, good quality, flexible early education and care for eligible 2 year olds in Essex.

What does the funding pay for?

The funding offers a maximum of 15 hours per week early education and care over a minimum of 38 weeks per year, or as we are open 52 weeks a year we can prorate this to become 12 hours per week over 52 weeks a year.

Your childcare provider shouldn't charge you for any of this time as the entitlement is for a free place rather than a subsidy towards your fees. However, they can set their own rates for any additional time or services that you take. They should let you know in advance what you will be expected to pay.

Eligibility

Families need to meet eligibility criteria in order to apply for the Free Entitlement for 2 year olds.

2 year olds from families who meet the criteria for [free school meals](#) will be eligible. This means that you may be able to claim Free Entitlement for 2 year olds if you are in receipt of one of the following benefits:

- Income Support
- Guaranteed element of State Pension Credit
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided that you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs.

*You will need to provide evidence when you apply.

Children become eligible for the Free Entitlement for 2 year olds the term after their second birthday. This continues until the term after their third birthday, at which point they will become eligible for standard [Free Entitlement for 3 and 4 year olds](#).

How do I apply?

Local Family children's Centres can help with filling form and accessing internet.