

Bushey Gan Local Offer

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?

Prior to a child starting at Bushey Gan, parents will be asked to complete key information about their child, helping us to understand the child's individual interests, likes and dislikes, needs, etc. Once your child starts with us, key teachers will acquire baseline information from the parents, to ascertain the child's individual initial abilities

We operate a key persons system at Bushey Gan, and your child's key teacher will perform ongoing observations and assessments on all of the children in their care. Your child's key teacher will help them to settle into the setting whilst building up positive relationships, understanding their needs, care routines, interests and learning styles. This information is obtained mainly through observations, and these observations are cross-referenced against the Early Years Foundation Stage (EYFS), which will highlight any concerns regarding the children's development. Staff will then share any concerns with the our Special Education Needs Coordinator (SENCO).

At Bushey our SENCO is Mrs Michelle Peters who is a trained SENCO and she regularly attends termly network meetings to gain information and updates on specific issues. As part of her role, Mrs Peters offers advice and support to the staff body, and will liaise with parents and any other professionals involved with a child. The setting welcomes parents and professionals sharing information, in order to plan appropriately to meet a child's individual needs. We work very closely with other professionals such as health visitors, speech and language therapists, educational psychologists and other healthcare professionals to ensure that your child is given appropriate support, and that we provide the very best care and educational opportunities for your child. This process will be monitored, reviewed and evaluated with you, and any other professionals on a regular basis.

If your child has an identified special need before joining our setting, Mrs Peters and Ms Boder-Cohn, the setting's head teacher, will work with you to ensure that everything is in place before your child joins us. Your child's key worker will work closely with Mrs Peters to continually monitor and review your child's development and progress in the setting through the EYFS framework.

How will the setting's staff support my child?

The qualified and experienced staff at Bushey Gan, plan a varied and broad curriculum for all the children, by providing a wide and diverse range of activities. All staff are experienced and qualified practitioners who access training on a regular basis. The children are continually learning new skills and benefitting from different experiences in a fun and stimulating environment. We are an inclusive setting with a wealth of experience in supporting and promoting all of the children's individual needs, as well as their learning and development.

All children have their own learning journal, which is an ongoing record of their individual journey whilst they are in our setting. The child's observations and assessments are kept in the Learning journal, and from these, the child's next steps and targets are identified. A development tracker, in the form of highlighting sheets, is completed each half term, and this information gathering allows teacher's to ascertain if there are any gaps in the child's development.

We have excellent staff communication and our regular staff meetings allow the staff to share their information regarding the children.

For children with any additional needs, all of the above applies together with additional support from the setting's SENCO, and head teacher. The SENCO will work to ensure that parents are closely involved at all stages, and will also liaise with a wide range of professionals.

How will I know how my child is doing?

There is ample opportunity for planned time to establish relationships between parents, child and staff on entry to Bushey Gan. We have in place assessment systems for all of the children, such as ongoing observational assessments, two year old progress checks and unique child summaries, which are completed termly. Each method of observation and assessment is linked to the EYFS to ensure that each child is reaching their full potential. All of this information is filed in the child's learning journal, which is accessible to parents on request.

Twice a year we hold a parents evening which allows parents and carers to come and talk to their child's teachers. We also have our SENCO and head teacher available to talk to if required. On a daily basis we provide each child with a home/school communication link book so that parents and carers can share any relevant information.

Bushey Gan has an 'open door' policy and encourages practitioners to develop strong liaisons with parents and carers, as we deem good parent partnerships help the child's progress and development. Telephone calls and emails are also used to communicate with parents if they are preferred.

We have a website full of information for parents to access and a weekly newsletter.

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

Through the EYFS, your child will be observed and assessed and then the continuous planning in your child's class will include activities to meet all of the children's needs and targets to ensure that they are developing to their fullest potential.

Furthermore, your child's key teacher will plan a dedicated time each day to provide activities to meet the specific needs of the children within her group. These activities are decided on from the children's actual targets, and will include activities to develop the children in areas that the key teacher feels they need to refine and develop.

We will follow advice from other professionals on how best to support your child's particular needs and the SENCO will ensure that training is accessed for staff, where possible, to support your child's learning.

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

At Bushey Gan we consider ourselves to be inclusive and welcoming, creating a safe, secure, positive and happy environment that is suitable for all children to flourish. We encourage positive social interaction to develop the children's self-esteem, and we provide challenges to build the children's confidence. The staff give lots of praise and encouragement to the children, and there are sensitive, warm interactions between the adults and the children.

All of our Gan policies are posted on our website to keep parents, carers and staff abreast of our procedures. 'All about me' forms are given to parents to complete prior to a child starting at the Gan, to help practitioners meet the individual needs of all of the children.

At Bushey Gan we provide a flexible approach to routine and to the environment, both of which are based around the specific needs of the children. The adults in the setting act as good role models for positive behaviour, and a continual positive approach to behaviour management is maintained. Unwanted behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's positive behaviours.

Several members of staff are trained in paediatric first aid, and if your child has any specific medical needs our staff will undergo any training, for example, epi pen training. We are flexible in our approach which means that we can adapt our practice to accommodate any need or health issue by having relevant plans in place.

During the daily routine, visual timetables are used to support the children in understanding the routine. As the children mature, they are supported and encouraged to manage their own personal care for themselves, with support when required. Resources are accessible to the children for independent choice, and there are signs and symbols around the classrooms, helping the children to identify the areas of play.

Risk assessments are carried out and are evaluated regularly and adapted accordingly. If necessary a risk assessment would be put in place to support an individual child.

We will involve other professionals to ensure that we support your child in all areas of their development. The staff at Bushey Gan will support you and your child with toilet training, and any issues regarding eating, sleeping, etc.

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

All staff at the setting have accessed child development training, and have experience of working with children within the early years age range.

Bushey Gan has links with a wide range of support networks and with the community. These include – Early Years Support Team, Health Visitors, Early Years Communicators, SALT (Speech & Language Therapy Service), and the local Inclusion Development Officer (IDO). The setting has excellent links with the local children's centre and staff sign post parents to support available. We meet regularly with the staff from our local children's centre and staff have accessed training courses at the local centres. We have good relationships with the schools that children move onto, and this will make the process of moving to a new setting much easier for your child.

Additionally we have a fully trained SENCO, and all staff are trained in safeguarding and have an awareness of child protection.

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

All staff have experience of working with children with special needs, and if required staff would attend specific training for working with children with SEND.

The SENCO and head teacher both have many years of experience of supporting children with a wide range of needs and disabilities. The SENCO regularly updates her training, and attends a termly training session to keep abreast and fresh of any changes to practice, legislation, etc. The information from this training is then cascaded to other staff at our weekly staff meeting.

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

All activities are planned around all of the children's individual needs and abilities. Risk assessments are carried out beforehand activities and are adapted to ensure it is accessible for all. We will discuss your child's needs with you prior to any activities, to ensure that they can be included. Policies are shared with parents and are featured on our website, to reassure them that we are a fully inclusive setting.

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

Parents are involved in their child's learning and development from when your child starts at the setting. Parents are encouraged to share information with members of staff from when your child enters the setting, and on an on-going basis. A parent's knowledge of their own child is invaluable and this enhances our partnership with you. Each child's learning journal is accessible to parents on request. Planning is visibly displayed in each classroom for parents to view if they wish. Your child's key worker will be available to discuss your child's needs, as well as the SENCO and setting headteacher. Furthermore, we have two opportunities per academic year for parents to meet teachers at parent's evening, as well as the children receiving a two year old progress checks on a 1:1 basis with your child's key worker.

How accessible is the building/environment?

The setting has no stairs, we have ramp access, and the classrooms are all on one level which provides good access to all. We have a small child's step for the toilets and wash basins in one area and nursery size toilets and wash basins in another area as well as accessible nappy changing facilities. We are based within the Synagogue which offers a disabled toilet and wheelchair access is good throughout the building. We can adapt our provision to accommodate the individual needs of a child, and seek advice and support from our area SENCO. There is parking available with disabled bays in the Synagogue car park. All policies and procedures are current and reviewed regularly. We provide multi-sensory experiences for the children as part of our core provision. We provide sensory play and use visual aids. Makaton sign language is used in the setting to help us communicate with all children.

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

Before starting at Bushey Gan we can offer to carry out a home visit, so that the staff can meet you and your child in the home environment. If deemed necessary, a health care plan is completed and signed at this meeting.

You will be invited to a pre-start pop-in visit for you and your child to attend, prior to their start date. We aim to provide a smooth transition into the setting, and do this with close support of your child's key worker who you will meet at the pop-in visit. This will enable your child to feel safe and secure whilst they are with us, and will instil confidence in them to participate in all the activities we have on offer. We will work closely with you so that you feel you can stay with your child, should it be deemed necessary.

If your child receives care from any other setting, we will liaise with them so that they may share information with us.

We will gain as much information as possible from you, and any other professionals involved with your child, before your child's start date with us. This allows us to ascertain the level of support required.

When it is time for your child to leave Bushey Gan, we will liaise with the new setting and share information with them. To aid the transition meetings and visits can be arranged so that information can be exchanged to ensure that your child is supported in their new environment.

Children have the opportunity to discuss 'moving on' in a positive manor through activities devised to prepare them for transitions.

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

All equipment and toys used at Bushey Gan are moveable and can be made accessible. They are all age and stage appropriate. If necessary, we will seek to borrow specific equipment and resources needed for specific needs. Toys are always placed at the child's level and are accessible to all.

The Gan has a high staff to child ratio, so that your child will receive sufficient adult support. Additionally, we are a very inclusive setting and have a wide range of resources and strategies in place to support children with a range of needs.

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

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