



**Alverton Woodland Nursery
Local Offer**

**Our 'Local Offer' for Special Educational Needs and Disability (SEND)
September 2023**

At Alverton Woodland Nursery we believe that children deserve the best possible start to their education. We hope to provide this, both in the Nursery and in the community, by offering a safe, secure and happy environment in which children feel confident and ready to learn. The children will be supported by experienced staff including a qualified teacher who are all committed to providing quality nursery education, and care. We aim to offer all our families first class support. We feel that a genuine partnership with parents is essential and we acknowledge and draw on parents' knowledge and expertise of their own children.

What is the LA Local Offer? Local Authorities (LA) and schools are required to publish and keep information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. This is known as the 'Local Offer'. The support which can be offered in our school is part of the wider Local Authority Offer, details of which can be found at localoffer@cornwall.gov.uk.

All our staff are fully trained to support all children and their needs and we have a strong commitment to meeting the needs of any child. We embrace the fact that every child is unique and, therefore, the educational needs of every child is different; this is definitely the case for children with Special Educational Needs and Disabilities (SEND). We ensure that all children are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We ensure that we undertake training and gain advice specific to children with additional or special needs in our care in order to meet their individual needs.

Our aim is to give every child at Alverton Woodland Nursery the best possible foundation on which to build their whole education. We are passionate about Early Years, believers in the wonders of the great outdoors and utterly inspired by stories. We aim to enable children to become resilient, independent and confident learners, ready for the next stage in their education. We want to provide rich, engaging experiences in a fantastic unique setting that brings joy to children in their learning. We take great pride in listening to, and respecting, every child as a unique individual. We want all children to achieve their full potential. Woodland Nursery provides an adventurous start to each child's journey, giving them the skills they need to learn throughout their lives and fostering strong, positive relationships and a love of learning.

Through stories, we aim to create awe and wonder of the world, a rich and engaging curriculum and a lifelong love of learning. Our aim is to not only create a place where children are stimulated, happy and focused on learning but to bring families along for the journey. By reaching out in the Early Years we are building a learning community that will last for a child's whole education.

Our building and site is fully accessible ensuring any child with SEND has full access to the environment and curriculum. Parents/carers holding a blue badge or of children with a disability may park in our disabled car parking space.

Other Relevant Documents




Accessibility Plan/Policy
Equality and diversity policy
Complaints policy
Admissions policy

Name of the Special Educational Needs/Disabilities Coordinator:
Becca Stirling

Contact details: bstirling@alverton.tpacademytrust.org **01736 351135**


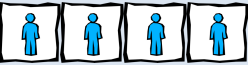

The levels of support and provision offered by our Nursery

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
<p>The views and opinions of all children are valued. Children have ownership of their learning journeys; decided what work they want to showcase and they are able to talk about their choices. Pupil voice is heard through:</p> <ul style="list-style-type: none"> • Circle time • Children being able to make choices about their environment and provision. • “All about me” forms are completed by parents and children before they start nursery. 	<p>Children have opportunities to work in small groups. Universal offer is adapted as necessary. We use Makaton, symbols, on body signing to help ensure all children are able to communicate their likes and dislikes.</p>	<p>Universal offer is adapted as necessary. TAC/other meetings involved pupil voice. Advocacy is available to children as necessary. Documentation is published in a format most accessible to families. Children are offered choices and responses are adapted e.g. looking at preferred choice rather than verbalising. Communication passports. The voice of the child is recorded on the ILP through recording their</p>




		<p>likes and dislikes and also through including the parents in all target setting. Visual communication strategies such as PECS/Choosing Boards for those who cannot verbally express their wants/make choices</p>
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2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>Alverton Woodland Nursery values its strong relationships with parents/carers and works hard to develop strong partnerships. We offer an open door policy. Parents are invited in to settle their children daily. Parents/Carers are invited to parent teacher meetings every term. Reports are sent home annually. Up to date information about what is going on at Alverton Woodland Nursery are published on our Family app with secure log in and our website.</p>	<p>Additional parent/teacher meetings as required. Referrals can be made via the school to a range of additional support agencies e.g. speech and language therapy; family support workers; educational psychologist. This is done in partnership with the parents. ILP's are written in conjunction with parents.</p>	<p>Attendance at TAC/other specific meetings. Daily feedback/activity for parents via Family app or verbal hand over. Additional parent/teacher meetings as required. Referrals can be made via the nursery to a range of additional support agencies e.g. speech and language therapy; family support workers; educational psychologist. This is done in partnership with parents TAC meetings and/or EHC reviews where necessary which offer a coordinated and multi-agency approach to supporting the child and family.</p>
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>The early years foundation stage (EYFS) curriculum is followed. This is designed to be inclusive for all children. Full access to the curriculum for all children regardless of need. Differentiated curriculum planning, activities, delivery and outcome</p>	<p>In class support from adult focus on supporting speech and language Small group circle time In class support from adult to focus on area of need Staff aware of implications of any physical impairment Curriculum tasks and activities broken down into a series of small and achievable steps for pupils who have marked learning difficulties.</p>	<p>1:1 support from adult Speech and Language support from SALT, followed up in school EP involvement OT/PT involvement Other agency support as appropriate Individual visual schedule Cued articulation Makaton/Signing Communication in Print PECS Daily contact with parents/carers Social stories illustrating desired behaviours Access to ICT e.g. PC with switch, IPAD</p>
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4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>Plans are created by the team of teachers and room leaders in outline and adapted during the week to ensure they meet the needs of children.</p> <p>An appropriate balance of adult led and child led activities.</p> <p>Preferences and learning styles are considered and catered for.</p> <p>Adults may lead/demonstrate play in order to stimulate ideas and develop learning but this will be balanced with allowing the child to lead and explore their interests.</p> <p>Ongoing observations and next steps.</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Access to ICT</p> <p>In class support from adult</p> <p>Letters and Sounds</p> <p>Daily mathematics</p> <p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured routines</p> <p>Flexible teaching arrangements</p> <p>Whole school behaviour policy</p> <p>Whole school rules</p> <p>Turn taking</p> <p>Circle Time / parachute games/ group games</p> <p>Flexible teaching arrangements</p> <p>Medical support</p>	<p>Additional use of ICT e.g. IPAD</p> <p>Group intervention programs designed to meet the needs of groups of children.</p> <p>Group time by ability for some sessions</p> <p>ILPS</p> <p>Increased use of visual supports to support children.</p> <p>Children are grouped in small groups where possible.</p> <p>Differentiated use of language eg simple and reduced language for some children</p>	<p>1:1 support from adult</p> <p>Speech and Language support from SALT, followed up in school</p> <p>EP involvement</p> <p>OT/PT involvement</p> <p>Other agency support as appropriate</p> <p>Individual visual schedule</p> <p>Cued articulation</p> <p>Makaton/Signing</p> <p>On body signing</p> <p>Sensory cues</p> <p>Communication in Print</p> <p>PECS</p> <p>Daily contact with parents/carers</p> <p>Traffic lights</p> <p>ILPS</p> <p>Access to ICT e.g. PC with switch, IPAD</p> <p>Use of specialist equipment</p> <p>Alternative teaching strategies</p>
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5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
<p>At Alverton Woodland Nursery we aim for children to be as independent as possible from day one. E.g Children often prepare their own snack and they pour their own drinks Children are encouraged to solve problems before asking an adult for help</p> <p>Resources are organized to allow children to self-select. Technology aids independence</p>	<p>Support staff to aid independence Personalised support – e.g visual timetables etc. All staff to encourage independence</p>	<p>1:1 work with staff. Use of specific visuals e.g PECS to aid choice and independence Use of key worker to enable good relationships which will allow key worker to read signs for key child. Personalised timetables/now and next boards etc. Time given to allow children thinking time to encourage independence. Mobility aids if appropriate.</p>

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 




<p>PSED curriculum in EYFS Circle times Daily time for parents to chat with teachers Care plans as necessary Diet/health needs catered for and noted for all staff to be aware. Risk assessments Staff are curious about children's behavior and view as communication</p>	<p>Individual care plans Small group circle/talking times Small group story time ILPs</p>	<p>Care plan Input from EP, SALT or other professional. 1:1 story time Home school book ILP 1:1 support on educational trips/other activities Following guidance from health professionals</p>
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7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>PSED curriculum in the EYFS A balance of adult led and child initiated activities Circle times Role play areas Planning which reflects and challenges the children's interests An enabling environment Access to the outside Observations on all children Key person relationship Ongoing communication with parents The environment has small areas which the children can socially interact with</p>	<p>Intervention groups Targeted circle times ILPs Key person</p>	<p>Care plan Input from EP, SALT or other professional. 1:1 story time Home school book ILP Use of specific visuals e.g PECS to aid choice and independence Use of key worker to enable good relationships which will allow key worker to read signs for key child. Personalised timetables/now and next boards etc. Time given to allow children thinking time to encourage independence.</p>
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>Building is DDA compliant – access for all Boundary is safe and secure and checked daily Designated child protection officers Positive learning environment Intrinsic reward system used rather than extrinsic (e.g children encouraged to behave well to feel good rather than for a sticker)</p>	<p>Adults trained in manual handling Disabled toilet and changing table available Height adjustable tables Equipment is modified to meet needs e.g handled beaker</p>	<p>Specialist equipment as required e.g support chairs, wobble cushions, walking frames Staff trained to support needs e.g Makaton; Hearing support etc. vision support team Adults trained in manual handling Disabled toilet and changing table available Height adjustable tables Equipment is modified to meet needs e.g handled beaker</p>
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>A managed transition from the two year old room to the three and four year old room – The children have taster sessions in the three and four year old room. The new teacher meets all the new families and spends time with them in the two year old room. Transition meetings between staff from both setting. Key worker supports key child in transition/settling in.</p> <p>Strong links will all primary schools Visits arranged in summer term to aid transition Staff from local primary schools visit in summer term Contact made with shared provision settings to share progress of child.</p>	<p>Additional visits to primary school to aid familiarization. Additional taster sessions from the two year old room to the three and four year old room Familiarization book created with photos to support transition Support staff attending visits to primary schools to help settle in children . ILPs shared with shared provision settings Communication passports created with parents for targeted children which move up to school with the children Teachers from new schools encouraged to visit the children in the nursery and meet with their teachers.</p>	<p>Additional visits to primary school Familiarisation book created with photos to support transition Support staff attending 1:1 with child on visits to primary schools to help children to settle. ILPs shared with shared provision settings TAC meetings to decide on approach for transition Communication passports created with parents for targeted children which move up to school with the children Meetings with the senior area SEDNcO and other professionals such as the health visitors before the children start at nursery to discuss the transition Staff met and observed children at the CDC. CDC staff spent time at the nursery to enable the child to settle smoothly. Social stories are created/used to support children’s understanding</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision (Some of this is dependent on additional funding)</p> 
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<p>Staff meetings led by SALT and EP to support all children Manual handling</p>	<p>Specific training from SALT, hearing support time and other professionals informed schools Makaton training Sensory training</p>	<p>Specific training from SALT, OT, EP, the hearing support time and other professionals where appropriate to support individual children. Training on specialist ICT Training to support children with mobility needs e.g. how to use specialist equipment or to safely movement children. Vision support training Epilepsy awareness training attended by key staff Sendco Training Sensory training</p>
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<p>Educational Psychology Team</p>	<p>Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.</p>	

Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, and drinking	Telephone: 01208 834600 Website : www.cornwallft.nhs.uk/ Parent organisation: Early Help Hub
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises	
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	

Early years inclusion team	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service (EYIS).	Senior Locality SENCO Early Years Inclusion Service Children, Schools and Families Cornwall Council Tel: Email:
Autistic Spectrum Team.	The Autism Spectrum Team supports young people with autism of school age	Telephone 0300 1234 101 E-mail specialeducation@cornwall.gov.uk Website www.cornwall.gov.uk/.../default.aspx
Early Help – Locality 1	A single point of access for professionals, families and young people to access services	Telephone E-mail earlyhelphub@cornwall.gov.uk
Health visiting team	Offers health support, services and signposting to families	Telephone E-mail Website www.cornwallft.nhs.uk/ Parent organisation Early Help Hub

Hearing support team	Work in partnership with parents, and school to support for children with sensory impairment	<p style="text-align: right;">Contact name</p> <p>Contact position</p> <p>E-mail hearing.support@cornwall.gov.uk</p> <p>Website Cornwall Council - Hearing Support Team</p>
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Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally, every term collating a best fit overview of where your child is working in line with the developmental matters following the Early Years Foundation Stage, with the class teacher (and where appropriate the SENCO).

We have an open door policy for parents/carers. Parent/ carers are available to share any concerns they may have. Our staff are both well qualified and experienced to identify needs and check development. Catherine Stephens is the special educational needs and disabilities coordinator (SENDCo). Children with additional or special needs are nurtured and tracked carefully both by their key worker, teacher and SENDCo

2. What should I do if I think my child may have special educational needs?

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) . Following these meetings steps will be taken to address any concerns you may have about your child.

2. Who is responsible for the progress and success of my child in school?

The progress and success of your child is everyone's responsibility. This means that we need to work in partnership with parents/carers; staff and children.

3. How is the curriculum matched to my child's needs?

The EYFS is designed to be tailored to individuals and recognises that all children are unique.

4. How do school staff support me/my child?

.We send home a booklet of how to support your child frequently throughout the year. There are commentaries and photographs available to parents/carers on the secure website area. Daily reading books are available. Some parents/carers may have a home school book. Other meetings can be arranged as requested.

5. How will I, and my child, know how well they are doing?

Learning journeys are available to parents daily. Teachers and support staff are available every session to discuss any issues with parents/carers. Termly parent teacher meetings are scheduled. Extra meetings are given for children with an IEP. IEPs are reviewed termly.

6. How can you help me to support my child's learning?

Teacher and support staff are available every session to discuss any issues with parents/ carers. There are commentaries and photographs available to parents/carers on the secure website area. Daily reading books are available. Some parents/carers may have a home school book.

7. What support is there for my child's overall wellbeing?

The children's Personal social and emotional needs are supported as part of the EYFS curriculum. Teachers plan regular opportunities for circle times and other specific times to support the children's wellbeing. We use the Leuven scales to track the wellbeing of the children. This observation tool highlights any children we may need to support further. All children have a key person who will support the children's wellbeing. We operate an open door policy so that parents and carers can inform of us any changes which may affect the children's wellbeing for example moving house.

8. How do I know that my child is safe in school?

All staff are subject to a DBS check – previously known as a CRB. All staff are trained in child protection. Most governors are trained in child protection. Health and safety checks take place daily. Risk assessments are routinely carried out for activities. We are very happy for parents to ring during the session if they are at all concerned about their child's well being – our admin staff will come and check on the child and feedback

9. How is my child included in activities outside the classroom including school trips?

We are fully inclusive which means that every child has full access to all activities and this includes school trips and visitors. Some children may require activities to be modified in order for them to take part. Our charging policy sets out how we charge parents and this is applied consistently to all parents

10. How accessible is the school environment?

Our site is fully compliant and accessible. All areas of the environment are wheelchair friendly and staff modify activities and equipment to meet need. We encourage our children to be as independent as possible in all areas of the curriculum and their personal lives

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

We have very strong relationships with our partner primary schools. We pass on relevant information such as IEPs and Communication passports. Children with additional needs make extra visits where needed to primary school. We send staff to support them on such visits and make familiarisation books from photos taken so that the child has a reminder that they can use to prepare for the transition. Reception teachers visit us in the summer term to start to familiarise themselves with the children. TAC/EHCP meetings discuss transition in detail. All children are encouraged to be independent and develop lifelong skills such as sharing, communicating effectively and responding positively.

Communication passports created for school., additional visits to primary school, familiarisation book created with photos to support transition, Support staff attending 1:1 with child on visits to primary schools to help. New teachers invited in to see the children before they start. IEPs shared with shared provision settings. TAC meetings to decide on approach for transition. Transition meetings at the end of the summer.

12. How are the school's resources allocated and matched to pupils' special educational needs?

We believe in providing resources to meet need; whatever the need. We make this possible by having a dedicated SEND budget.

13. How is the decision made about what type and how much support each pupil receives?

TAC/CAF/ PEP meetings will identify how resources will also be allocated.

14. How you evaluate the effectiveness of provision for pupils with SEN

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly. Additionally, the progress of children with Education Health Care plans will be reviewed 6 monthly, as required by legislation. Our data shows that pupils with SEND make good progress.

15. Who can I contact for further information?

If you wish to complain

How you handle complaints about SEN provision

If you feel that the Local Offer or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to SENDCO/ the Head Teacher (Helen Adams). Concerns may then be escalated if necessary to the Chair of Governors Rachel Heffer or to the Local Authority (Cornwall Council). Please see our complaints policy.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <https://www.supportincornwall.org.uk/localoffer>