

Busy Bodies Local Offer

Information on how we
support children who
have additional needs
and disabilities

SEND Local Offer

How does Busy Bodies know if a child needs extra support?

We have an embedded system to ensure that a key person is allocated to every child. This key person completes regularly observations that are then used to inform the child's planning around their individual needs and interests. These include interests from home and interests at nursery. The key person completes assessments on every child to identify any support that may be required.

These assessments are shared with the parents who are encouraged to add their comments. We then implement a joint approach.

When a child initially starts with us we provide settling in sessions where the key person familiarizes themselves with the child's individual needs, interests and abilities. This is the initial opportunity for the parents to identify any needs with the key person so that these can be catered for. The parents and the key person complete an initial starting point of development form on this settling in session to identify any concerns.

How will the staff support the child?

We have a nursery SENCO (Special Educational Needs Co-Ordinator) that has been trained through the local authority and Busy Bodies to support the key person, child and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The SENCO will work closely with the key person to differentiate resources, experiences and activities to support the child.

The nursery SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

There are noticeboards and displays throughout the nursery that have information with regard to the Early Years Foundation Stage, your child's learning and items of particular interest, for example how to access the Early Years Entitlement for 2, 3 and 4 year olds, the members of staff with areas of responsibility, the complaints procedure, the details of the local children's centre.

There are boards used for displaying planning and your child's key person can explain to you how the cycle of observation, planning and review operates and what this means for your child. Your key person will be able to tell you how we plan for your child's next steps and it is important that we use the information that you provide us with to ensure that

your child's needs and interests are fully met. Much of the day will be spent observing and talking and listening to your child to ensure that the planning reflects those needs and interests. The management team oversees and monitors the planning to ensure that all areas of learning are covered and that your child is receiving a broad and balanced curriculum in order to make progress in his/her learning and development. There are opportunities for parents to continue this learning at home and your key person can provide examples of everyday activities that can help to support this learning.

Parents play a vital part in nursery life and there are many opportunities to become involved such as helping on trips, sharing skills or interests, family events days or fundraising activities for local charities.

We use our website to illustrate the variety of activities that the children participate in and to inform parents of upcoming events, as well as our noticeboard, magazine and social media.

The SENCO will liaise with other professionals (with the parents' consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advice in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

How are parents / carers included in the child's education and curriculum?

Parent's communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/ carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

Every child has their own learning journal that the parents can view at any time. The parents are encouraged to add their views and comments.

Busy Bodies also operates a home - school diary which is filled in every day by the Key Person with any useful information and what the child has done that day. Parents are encouraged to also use the book as a communication aid.

How accessible are the environments?

If the family has English as an additional language they will be encouraged to share key words in their home language for the key person to understand with the child.

At Busy Bodies the Manager, key person and SENCO work closely with the parents and other professionals to provide the best environment for the child to have the best access to all the resources and activities every day to meet their needs.

Helping with transitions

Transitions are a key time for any child. The key person ensures that these transitions are well planned and supported.

When a child first starts at the nursery the key person will work with the parent to devise appropriate times for the child to settle into the nursery at their own pace.

When a child is ready to transition to School the new teachers will be invited into School to meet the key person and all relevant transition supporting documents are completed and relayed to the School to ensure a smooth transition takes place for all children.

With your permission, your child's Learning Journey (a record of their observations and assessments during their time at nursery) will be shared with the new setting. If possible, we will meet with the key person at the new setting or contact them to share relevant information. We will attend team around the child meetings. We will visit the new setting, if possible, to advise on any adaptations to provision or routine and to meet the key person/class teacher. The new key person/class teacher will be invited to meet the child at Busy Bodies if this is possible.

Who can I contact for further information? Who will be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education?

Your child's key person is your first line of contact, who will be supported by their room leader, Early Years Professional/Early Years Teacher, Nursery Manager or SENCO. There is a staff board in the entrance to the nursery and staff photos on the website. Your child's key person, together with the SENCO will be able to signpost you to care professionals who can offer support and advice. We can also make a referral for specialist help with your permission.

Information can also be obtained from your Health Visitor, Children's Centre, the Family Information Services and the Local Education Authority website.

What are the responsibilities of the Busy Bodies leadership team in enabling and supporting inclusive practice? How are they involved?

The leadership team are responsible for all the practices and policies relating to inclusion, i.e. that they are current and fully implemented. We will ensure that the staff team have access to training. We provide an environment that is enabling for all children and is stimulating and nurturing. We will make suitable changes where possible. We aim to create a positive environment that values and respects each child and we welcome families to be part of the nursery and share in their children's learning. We encourage our staff to have regular, honest and meaningful communications with parents and to share information, with external agencies, if it is in the child's best interests.

What specialist services and expertise are available or accessed at Busy Bodies?

All staff aim to be qualified to the equivalent of Level 3 in Childcare and Education as a minimum and many exceed this. All staff have access to a variety of training linked to child development and may have experience of specialist training such as Makaton, SENCO training, Pediatric First Aid, speech and language and some may have had training in caring for children with specific medical or dietary needs.

We work closely with the Local Authority advisory teachers and Area SENCO, the children's centres and with other local external agencies such as Speech and Language and can signpost parents or make a referral with your permission.

The nursery has policies with regard to equality and diversity and behavior management and staff attend relevant training.

James (SENCO) has a wealth of experience of working with a range of children with additional needs and disabilities. He has worked in schools and nurseries as a Special Educational Needs Officer. He has Makaton training as well as a variety of other qualifications around supporting children's care and development.

How will Busy Bodies help me to support my child's learning? How will you explain how learning is planned and how I can help support this outside of the setting?

There are noticeboards and displays throughout the nursery that have information with regard to the Early Years Foundation Stage, your child's learning and items of particular interest, for example how to access the Early Years Entitlement for 2, 3 and 4 year olds, the members of staff with areas of responsibility, the complaints procedure, the details of the local children's centre.

There are boards used for displaying planning and your child's key person can explain to you how the cycle of observation, planning and review operates and what this means for your child. Your key person will be able to tell you how we plan for your child's next steps and it is important that we use the information that you provide us with to ensure that your child's needs and interests are fully met. Much of the day will be spent observing and talking and listening to your child to ensure that the planning reflects those needs and interests. The management team oversees and monitors the planning to ensure that all areas of learning are covered and that your child is receiving a broad and balanced curriculum in order to make progress in his/her learning and development. There are opportunities for parents to continue this learning at home and your key person can provide examples of everyday activities that can help to support this learning.

If we have identified that your child has a particular need we will support you and them in accessing advice and guidance so that we can plan appropriately in order for them to reach their full potential.

There are a variety of ways in which we communicate with parents such as daily interaction, parents evening, day sheets, whiteboards, email, posters and letters, the website, the Learning Journey, social media and the nursery magazine.

How will I be involved in discussions about and planning for my child's education? How and when will I be involved in planning my child's education? How are parents/carers involved in the setting more widely?

Parents/carers are involved from the very beginning, during the initial tour around the nursery, during the home visit or the first settling in session. Building a strong and trusting relationship and understanding your child's needs and interests is important to us. We would like you to share information with us on a regular basis to enable us to appropriately plan for your child, so that we can plan for your child's next steps and review their progress against targets.

If particular needs are identified that require additional support, we will signpost you to the relevant agencies or make a referral on your behalf. You will be kept informed and supported through every step of the process. We will ensure that the daily planning reflects what we are doing to provide support in those areas and ensure that targets are achievable and relevant. If there is an Targeted Outcome Plan we will ensure that you are invited in to share and contribute to this as your contribution is essential to your child's development and progress.

You have access to your child's Learning Journey and can take it home or contribute to it whenever you like. There is a lending library from which you can borrow books to share at home.

There are ways in which you can also become involved in the setting such as coming in to share a skill, taking part in Stay and Play sessions, dressing up days, charity events and family days. Information is displayed on the noticeboards, via letters home or via the

website. If there is something you would particularly like to be involved in, please speak with your child's key person. We also encourage grandparents and other family members to come along to certain events and be a part of the children's time at nursery.