



Braeside @ Sunflowers Day Nursery

SEND Local offer

Braeside @ Sunflowers day nursery is a privately owned nursery. It is situated in a quiet residential area close to Goodrington beach and Paignton harbour. This makes it an ideal location for babies and young children to learn & explore during outdoor visits. Here we offer a warm, friendly environment for children from 2 weeks to 5 years old with loving and dedicated staff.

We operate 4 units each catering to the needs of differing age groups of children.

2 weeks – 18 months **Starfish**

18 months – 2.5 years **Jellyfish**

2.5 – 3 years **Dolphins 1**

3-5 **Dolphins 2**

Each room is full of exciting learning activities and play experiences all specifically planned for the children's stage of their development. We have freshly cooked meals provided on site by our nursery Chef.

We offer free settling in sessions for your child, alongside working with you to support your child to settle into nursery confidently & securely.

We are Ofsted registered as a **GOOD** nursery.

Qualifications & training: Safeguarding, Prevent, Makaton, Portage Small Steps, Paediatric First Aid trained, Epilepsy trained, Epi-Pen trained, Food intolerance & hygiene trained and Emotional regulation trained.

Who to contact

Rebecca Murphy

Contact position: Manager/Designated Safeguarding Lead.

Telephone: 01803 557012

Email : braeside@sunflowerdaynurseries.com

Website : Braeside @ Sunflower Day Nursery – Sunflower Day Nursery

SEND Contact: Jodie Burns

Contact position: SENCO/ Deputy Designated Safeguarding Lead/EAL lead

Email: braesidesenco@gmail.com

Where to go

Name: Braeside @ Sunflower Day Nursery

Address: 1 Braeside Road

Paignton

Devon

TQ4 6BX

Costs: Reduced rate for siblings. 10% discount.

Availability: From 2 weeks to 5 years old.

Inclusion Information

Wheelchair Access: No.

Special Needs provision: Yes.

Details: On site SENCO who is Level 3 SENCO award qualified. Experience with Autism, ADHD, speech & language needs, physical needs, sensory processing, global development delay, emotional regulation, visual & hearing impairment and more.

Childcare Information

Vacancies: Please contact provider for vacancy info.

Funded Places: 9 Month old funding, 2 year old funding, 3 & 4 year old 30 hour funding all available.

Opening times & Facilities: Monday - Friday 7:30-5:30pm. Outdoor spaces & garden.

School Pickups: No.

Ofsted information: Ofsted URN EY551320

Local Offer

SEN information

What special education provision is available at our setting?

- One on site qualified SENCO – Jodie Burns (Level 3 Award) and trained in Emotional regulation, Portage Small steps, Makaton, Safeguarding, Speech & Language workshops.
- SENCO has experience of children with various needs such as: Autism, ADHD, emotional regulation, speech & language needs, sensory processing, physical needs, global development delay, hearing & visual impairments.
- We have several Makaton trained members of staff.
- Staff & SENCO regularly attend training opportunities or forum/networks in terms of SEND.
- All staff are emotional regulation trained.
- We have knowledge of challenges with stammers, speech sound disorders.
- SENCO has experience with completing outside service referrals such as neurodiversity referrals, speech & language therapy, educational psychology, early years advisory service etc.
- SENCO has experience at completing requests for statutory assessment to obtain an EHCP (Education, Health and Care Plan)

- We have experienced staff who have previously been one-to-one support for children. We can take Team Around the Child approaches too.
- We have a **sensory room space in each unit at the setting**. This consists of sensory integration equipment & resources to support sensory regulation for all of our children. i.e. Spinning chairs, wobble cushions/boards, trampolines, bean bags, bubble lamps etc.
- We have had special equipment and resources used previously within the setting recommended by professionals. We can obtain this through the use of ALFI (Inclusion funding) requests and working with outside services.
- We maintain positive relationships with professionals from outside services such as Portage home visiting service, hearing/visual impairment service, Occupational therapists, Educational psychologists and Health Visitors.
- All staff have experience in using a “multi-modal” approach to communication and we provide total communication environments.
- All staff have an understanding of visual aids and using them to support those with speech, language and communication needs.
- SENCO and multiple members of staff have a knowledge of using Picture Exchange Communication.

What criteria must be satisfied before children can access this provision/service?

We provide an inclusive service to everyone regardless of individual needs, and we will make adaptations, accommodations where needed for those with special educational needs. We follow the guidance set out in the ***Equalities Act 2010***.

We provide care for babies and children from 2 weeks to 5 years, and are open to those who wish to access our provision.

As a mainstream setting we will aim to make the appropriate and necessary adjustments to both our practice and our setting building, in order to support the needs of all our setting users. On entry to the

setting and when a child's individual needs are established, we ensure that all staff involved in the child's care have a secure knowledge and understanding of that child's needs.

This is to ensure we can provide a fully inclusive environment and affirming practice for all children.

Prior to entry to the setting we will have an open discussion with the parents/carers regarding a child's individual needs. This may include a transition meeting from the previous setting if applicable, and ensuring a plan is in place to support the child. This is alongside liaising with any involved outside professionals. Our on site SENCO may get together with parents/carers to have these conversations.

Each parent is required to complete our Admissions form prior to starting with us, this is available by contacting our Nursery Manager on 01803 557012 or collection from the nursery itself.

There are photos and details about our setting on our website which you may wish to browse before making a decision.

At present we have **limited availability in our baby room**, but all other availability in our other units. We recommend telephoning us or contacting us via email as this can change frequently.

We recommend **3** settling in sessions for children starting at the setting. These are free. We can be flexible and accommodate for more sessions if needed.

The parents/carers of babies are required to be present at the first settling in session to discuss your child's routine, needs, dietary and health requirements. It is also a good time for parents/carers to ask us questions about our provision.

How do we identify the particular special educational needs of a child?

We always ensure we gather valuable information from the parents during their initial visit to view the setting, we will also ask if they have attended a previous setting. This gives us the opportunity to gather

medical information, transition documents and liaise with any involved professionals relevant to the child's care and development.

Additionally, your child will be given a named key person from their first day. However if they build more of a bond with another staff member this can be changed. This person is responsible for all observations and assessments surrounding your child's development.

We use an online learning development journal called **Tapestry** to track & record a child's learning & development according to the EYFS *Development Matters*. Parents/carers will receive log in details to view their child's online journal and progress. This also gives the parents/carers the opportunity to add their own observations and WOW moments.

However, if the goals set out in the Early Years Standard Framework is too large a step, we can use the "engagement model" to observe developmental progress, or SEND statements on Tapestry that are broken down into bitesize stages and steps.

We also use the Portage Small steps assessment too.

After 6 weeks at the setting an initial assessment will be undertaken as a ***baseline to record your child's initial stage of development***. Your child's progress will continuously be observed and documented through observations, photos, notes in their online journal. At the end of each term a ***"summative assessment"*** will be undertaken to establish developmental progress and any aspects that may need to be focused on.

We also undertake a 2 year developmental summary check which runs parallel to your child's 2 year developmental check with the health visitor. This document is written by the child's key person, using their online learning & development journal as evidence to support this. This will be shared with you and the Health Visitor.

We have an on site qualified SENCO named Jodie. (Level 3 SENCO award) Jodie has experience in leading the staff to make careful, detailed and reflective observations on all of our children. Therefore, this brings to light an identified need as soon as possible. Staff work alongside the

SENCO to put into place various monitoring tools and profiles to take a closer look at any area's of concern or uncertainty, before next steps are made.

We strongly believe in the importance of early intervention and the role this plays in the future of all of our children.

We follow the guidance set out in the SEND Code of Practice 2014.

The SENCO hold's regular meetings with parents/carers and relevant professionals to plan interventions & strategies needed to support the child. This is reviewed every 8-10 weeks.

The SENCO and staff are available for parents/carers to chat informally at any time throughout the nursery day.

Support can look different for every child as every child is unique.

Some example's:

- ✚ A support & achievement play plan with smart goals around areas of need.
- ✚ A SEND monitoring plan with interventions, activities & strategies of support.
- ✚ An emotional regulation or "my escalating emotional needs" plan.
- ✚ Sensory integration.
- ✚ Referrals to outside services or Early Help.
- ✚ Guidance/signposting.
- ✚ Universal support of Babbling babies, Toddler talk or Early Talk Boost.
- ✚ Speech & Language and Occupational therapy toolkits.
- ✚ The engagement model.
- ✚ All about me documents/profiles.
- ✚ EHCP (if relevant.)

Any targeted plans and interventions are planned with a well-rounded view to include parents/carers and relevant professionals. This is to ensure this is child-led focused and we take a team around a child approach.

Through targeted intervention and plans, we are able to make the decision whether further referrals are needed.

We regularly liaise with other professionals to enhance our practice and keep up to date with relevant SEND guidance and knowledge. We are able to hold in house meetings for professionals to carry out advice. Our SENCO attends regular forums & networks surrounding Autism & Speech and Language needs.

How do we consult with parents/carers about a child's special educational needs?

As above, when parents and families first meet us, this is an ideal opportunity for us to discuss each child's individual needs, any support already in place or future plans and concerns.

If a child is to join our setting with established SEND, we can arrange a meeting with Jodie our SENCO, whilst your child has a settling in session or at another convenient time. This will be to support the transition and implement any needed support, gain information about previous involvement from outside services and to get a clear understanding about your child.

Our SENCO is available for a chat/informal discussion as well as booking in for a formal meeting if concerns/uncertainty arises with a child's development.

We hold form meetings for our children with SEND consistently every 8-10 weeks, we will invite parents/carers and outside professionals to these reviews. This is to ensure targeted support is relevant and purposeful. This is valuable for our practice, the parents/carers home life and their child's development. It is a time to share ideas, stories, raise concerns and for support.

What is your approach to teaching children with special educational needs?

We pride ourselves on using a "small step approach" to learning for children with SEN to ensure that they are able to achieve goals tailored to their individual area of need.

When applicable, we use the online Tapestry SEND statements alongside the EYFS to track developmental progress in small steps & stages. We also use "the engagement model" as an introduction to learning through play & curiosity for those children that require this. We may use the Portage Small steps assessment to, again, establish developmental progress in bitesize chunks.

- ★ **We take a neuro-affirming approach to our practice with children that have neurodiversity. We ensure that play, learning and communication is valued in all its entirety.**
- ★ **We think outside the box, and it is important for us to recognise that children with SEN are unique in themselves and their individual needs.**
- ★ **We presume competence always.**
- ★ **We focus on “can do’s” not and celebrate inch-stones of achievements together with our parents/carers.**

All of our policies underpin our practice and all of these include Inclusion. We have specific policies essential to Equal Opportunities, Valuing Diversity, Promoting Equality and Supporting Children with Special Educational Needs. We have a new policy for Emotional Regulation – this is to replace our previous policy “managing behaviours” as we no longer use this term to care for children’s emotional needs. This goes alongside staff’s emotional regulation training.

Our practice is inclusive to all, yet tailored to a child’s individual needs. A child’s progress is observed and reviewed to ensure they receive the best experiences, are having the best possible outcomes and opportunities are available for them.

We create a total communication environment using visual timetables, Makaton and visual aids. We individualise experiences and “room planning” to include those of SEN and make adaptations when needed.

Our approach to teaching children with SEN is setting out Smart goals in a Support & Play achievement plan based upon their current needs which are incorporated into play and learning experiences. These are reviewed on a 8-10 week basis. This is a chance for all the work with the child to come together, celebrate their achievements, review what is working, what isn’t and anything that might of changed since we last met. These goals are for home & nursery.

How do we adapt our curriculum for children with special educational needs?

We make adaptations to how we track and observe our children's development with SEND. We use monitoring tools/profiles alongside Portage Small steps assessment and/or Tapestry SEND statements parallel to their peers learning.

We ensure our routine is predictable, but flexible to allow children with SEND to be included in activities and experiences. We ensure we take on advice of outside professionals, utilising their skills and knowledge. This is incorporated into their learning.

How will we ensure we get the services, provision and equipment that children with SEND need?

We value our relationships we have built with professionals in various professions in Torbay i.e. Early Years Advisory Teacher, Educational Psychologists, Health Visitors.

Our SENCO liaises with all outside professionals and agencies frequently to ensure that our provision is up to date with new guidance, interventions and advice is sought.

We access regular SEND training & opportunities, often on our Inset days throughout the year to further improve our practice.

Our SENCO attends regular SEND networks and forums to further her knowledge and skills surrounding specific needs & topics.

Our staff & SENCO have built relationships with Speech & language therapists, physiotherapists and occupational therapists who are able to signpost us to specific resources, strategies and equipment we need to support our children.

They are also able to visit at the setting to give further guidance.

Our SENCO is trained to apply for Activity Led Inclusion Funding for additional resources, equipment, training or support for children with SEND.

We value and promote multi-disciplinary working through various contact methods, such as meetings, email, telephone calls and conversations.

How is this provision funded?

We are an Ofsted registered nursery and we receive 9 month, 2, 3 & 4 year old funding. We signpost the parents when they become eligible. We are able to offer the 11, 15, 22, 30 free hours funding which is paid by our Local Authority.

We make requests for Activity Led Inclusion Funding for those that need extra support to enable us to make activities & experiences inclusive for children with SEND.

If we feel your child will benefit from 1:1 support, either through discussions upon the initial meeting or through your child's needs changing, then we will arrange a meeting to discuss these needs. We can apply to the Local Authority for additional funding.

What additional learning support is available for children with special educational needs and how do we access this?

If we feel that after interventions & strategies we have put back into place for the child that requires more support then we can refer to them to the relevant professionals.

Speech & Language Therapy: Therapists are able to attend the setting and offer guidance and strategies.

Portage Home Visiting Service: Portage Workers can attend the setting, meetings to liaise with future plans & information.

Social Workers: Social workers can visit the setting & attend review meetings to offer their guidance and expertise's of support.

Action for children: Family Support workers. Team Around the Family meetings can be held involving a family support worker with Early Help Plan's put into place.

Home Learning Environment development worker: Kate Smith can support to build the bridge of learning, communication & play between nursery and home. She may visit the setting & review meetings.

Occupational Therapy: Occupational therapists can work at supporting the environment, functional skills & how to adapt learning & play to be more accessible and support building specific skills.

Health Visitors/Community nursery nurses: The SENCo builds relationships with the 0-19 Torbay team to further support development & specific referrals

that are needed. We have strengthened links between Health visitors through the 2 year Developmental Summary.

How do we support & improve the emotional and social development of children with special educational needs?

We are sensitive to children's social and emotional needs and pride ourselves in recognising that these areas are a fundamental building block in order for children to reach their full potential.

All staff and the management team have received **Emotional Regulation training** and apply this in their daily practice.

When co-regulating with our children we follow:

Describing, noticing, acknowledging the behaviour or feeling to ENGAGE.

Attuning, validating, soothing, containment to REGULATE.

We will use STAR charts (Setting, trigger, action and response) to identify triggers for children's regulation and how we can further support them.

We also implement **Emotional Regulation plans** or "**My escalating emotional needs**" plans for children with this area of need. This is put together with parents/carers input to ensure we are using a whole-rounded view of the child and what we can do to support them in both the home and nursery environment.

We focus and celebrate individual children's uniqueness, we incorporate this through experiences and WOW moments on Tapestry.

We work with our parents/carers through new transitions, changes in home life, new steps that arise in personal, social & emotional development as they make developmental progress.

We listen & respond to our children's views through collecting their voice in observations, preferences and play.

We use a variety of activities & resources to support developing emotional literacy, awareness, relationships and a sense of self.

We implement this area as a focus within our Smart Goals for our children.

We seek outside help if needed through services such as Child & Family Health Devon or Early Help.

We will signpost our parents to supportive courses and outside help such as Incredible Years, Small steps, Solihull.

How do we support children with special educational needs moving between phases of education?

We have a variety of necessary transitions which occur in your child's journey:

Moving to a new room/unit- When we feel the child is ready in their development to move on to the next room, the parents/carers will be informed of this so that we can discuss this together. The parents/carers are welcome to meet with the new staff to familiarise themselves with the new unit and routine. The child will usually partake in transition sessions over the course of a few weeks to support them to settle into their new environment. We support the child individually and are understanding that they may need accommodations such as visual books of their environment, new staff or longer time to settle. We will work with the parents/carers to make this transition as smooth as possible in the best interest of the child. The child's key person will put together an internal transition document to give a summary regarding the child. The SENCO may have informal discussions with the staff, to relay information & interventions.

Starting another setting – We will prepare a transition document for the child's new setting. For our children with SEND we may pass on their file of documentation that dictates the child's journey & SEND support. We may hold a transition meeting with the next setting & staff to include the parents to relay relevant information about the child.

Starting school – When the time comes for your child to leave us for school we will prepare transition documents for all children. The SENCO will liaise with relevant professionals if we feel the child may need further support in school i.e. Educational Psychology or a request for statutory assessment for an EHCP.

We support our children with SEND through facilitating visits for school staff to come to our nursery and get to know the child in their own environment, we

also have in the past had a familiar member of staff spend time with the child in their new environment at the school during a taster session.

The SENCO may assist in supporting parents/carers with choosing their school provision, the questions to ask, and their SEND local offer. We have a good understanding that parents need support in this time. We listen to their concerns and voice these through the transition documents, assessments and our sections added that are needed for extra support in school. We recognise we are usually the first port of call, we can advise and liaise with the schools to ease these worries and concerns.

We arrange ***“enhanced transition meetings”*** with relevant professionals, the new school SENCO, school staff to relay information and keep the child as our focus of conversation. This is to aid the transition and ensure there are clear next steps for the child. We will also discuss any adaptations needed in their transition such as a staggered start, uniform adjustments, meal time adjustments.

We familiarise the children leaving for school through using picture stories, role-play, a photo display board for the children and parents to see who they will be going to school with, uniform try out days. This supports the children to visually see and gain an understanding of the transition phase.

For all school leavers we hold a Leaver’s ball in the last few days of term. This has proven to be highly successful as well as fun, as this allows a final goodbye to everyone. We can take this time to celebrate the achievements we’ve worked hard to get.

What other support is available for children with special educational needs and how can they access this?

We will endeavour to signpost our parents/carers to the support which is available such as:

- *The Family Hub Torbay website- our directory for further support.*
- *Peep & Chat, Play read.*
- *Referring into Talk & Play service.*
- *Signposting the BBC tiny happy people website.*
- *Referring on to PEEP & Attending the Portage Small steps group.*
- *Action for Children support groups.*
- *Small Steps timetable.*

- *Child & Family Health Devon toolkits.*
- *Relevant referral to outside services & help.*

What extra-curricular activities are available for children with special educational needs?

- We are informed through our Early Years newsletters of new events/activities and groups that may be of support and beneficial to our children and families with SEND. We will relay this information through Tapestry, meetings, posters and leaflets.

How do we assess the effectiveness of our special needs provision and how are our parents, children involved in this process?

We evaluate our provision by yearly parents/carers questionnaires and gather the feedback before setting a plan of action for us to work towards to reflect on this.

All of our staff take part in our Self Evaluation Form for Ofsted, this way it gives all the staff a voice and allows us to reflect on our practice and the nursery as a whole. It enables us to discuss what we are doing now for all of our children and what is working or needs improvement.

Our staff attend regular training to ensure our own knowledge is up to date and this is a chance to share ideas with other settings from around the Bay.

We will seek out information from a variety of resources so we can provide accurate and secure care.

How do we ensure that teaching staff and other staff have the expertise needed to support children with special educational needs?

- We have specific staff for specific roles here at Braeside @ Sunflowers Day Nursery, that are trained specifically for their roles.
- We have a Designated Safeguarding Lead & a Deputy Safeguarding Lead who are trained in Safeguarding & Prevent. They seek & gain up to date knowledge.
- We have one qualified SENCo on site who has relevant training in Makaton, Portage Small steps, Communication & Language, Dingley's Promise with experience with Autism, ADHD, Speech & Language needs, Sensory processing, emotional regulation, physical needs and learning disabilities.

- We have staff trained in Makaton, Early Talk Boost, Communication & Language and some with Portage training.
- We ensure people in these roles attend regular training and forums to keep their knowledge up to date.
We seek advice from Early Years, Early Years Advisory teacher and other professionals where needed.
- We hold regular in house training on Inset days to relay information and feedback training, alongside having professionals come in.
- We ensure the Key people working with children with SEND receive relevant training and skills needed to support the child. This may consist of health requirements training.
- All staff are Emotional Regulation trained.

How can our parents/carers make a complaint about our provision?

In the event that a parent/carer being unsatisfied with our service we provide, we would ask them to come and see us to resolve this issue as effectively as possible.

We would gather information from the unit/members of staff that may be involved in the matter.

We would support the parents/carers in how to make a complaint, formal or otherwise and if they require Ofsted's details.

Parent/carer questionnaires are used to gather all issues and concerns as part of our service.

How can parents/carers get more information about our setting?

You are able to view our website- Braeside @ Sunflower Day Nursery – Sunflower Day Nursery for further information.

Our Ofsted report is available to view.

We welcome everybody to come and visit our nursery and meet the staff. Please phone or email with any enquiries- we are happy to help.

