

# SEN Information

**Local Offer**

Person with overall responsibility for SEN within Early Years Setting / school / college / organisation:	Clare Chamberlain (manager) Natasha Perry (SENCO)
Contact Details:	01803 316959
Web address of SEN Policy:	<a href="https://www.watcombenursery.co.uk/copy-of-policies-1">https://www.watcombenursery.co.uk/copy-of-policies-1</a> (under Promoting Inclusion, Equality and Valuing Diversity)
Person completing this form:	Natasha Perry
Date form completed/updated:	January 2025

**Name of Education Provider: Watcombe Children’s Centre Nursery**

## 1. What special education provision is available at our setting?



**What do we do here to meet your needs?**

At Watcombe Children’s Centre Nursery, we fully support children with special educational needs. We believe that every child should have the opportunity to reach their full potential.

We have a dedicated SENCO who works closely with the team and outside professionals to provide support where needed; which could include a differentiated curriculum, target focused or strategy based support (Individual Learning and Development Plans).

## 2. What criteria must be satisfied before children and young people can access this provision/service?



**What sort of needs would you have for us to be able to help you?**

Watcombe Children's Centre Nursery is an inclusive setting for all children aged from 3 months to 5 years of age. We follow guidance as laid out in the Equalities Act 2010.

We offer comprehensive nursery viewings, settling in sessions and encourage transition meetings with parents/carers, where we can discuss the current needs of their child and how we can best support them.

We will seek advice and support from outside agencies for those children with more specific learning or medical needs; this could be for additional training or resources to enable the child to access our provision.

### 3. How do we identify the particular special educational needs of a child or young person?



**How do we work out what your needs are and how can we help?**

The information that has been collated during settling in sessions, and the enhanced transition meetings will inform the initial support that the child receives. Ongoing observation and focused assessments will continue to ensure that the child's needs are met, whilst monitoring their progress.

As detailed in the SEND Code of Practice 2015, we follow the Graduated Approach of 'Assess, Plan, Do and Review.' This ensures that the 'child' continues to be pivotal to all future decisions that are made regarding the next steps in their development.

### 4. How do we consult with parents and/or children and young people about their needs?



**How do we find out about what you and your parents think you need help with?**

At Watcombe Children's Centre Nursery, we work in close partnership with parents/carers and professionals supporting the child.

Regular communications are made via electronic methods or face to face. We promote an ethos that encourages open communication; welcoming parents/carers input regarding their child's needs.

If the child has an Individual Learning and Development Plan in place, regular meetings are arranged with the child's key person, SENCO and parents/carers, with outside professionals if appropriate. The child's preferences and best interests will always be central to any future plans that are made during these meetings.

### 5. What is our approach to teaching children and young people with special educational needs?



**How will we teach you?**

Watcombe Children's Centre Nursery is an inclusive setting, where we value the individuality of all children.

The SENCO works closely with parents/carers, the staff team and where appropriate, with other agencies, to enhance the learning opportunities for children with special educational needs. This may include:

- A differentiated curriculum
- Target based support (ILDPA)
- Strategy based support shared from outside professionals

## 6. How can we adapt our curriculum for children and young people with special educational needs?



**What sort of things will you learn here?**

Our Curriculum is broad, balanced and most importantly, child centred.

We are flexible in our approach to support and understand that children may require slight adaptations to enable them to meet their full potential. This may include adaptations to the physical environment or accessing alternative resources.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



**How will we make sure that you get all of the help that you need from different people?**

If it is identified that extra support is required beyond what the setting can offer, Watcombe Children's Centre Nursery will seek advice from supporting professionals with whom we have close links, such as the Portage Home Visiting Service, Speech and Language therapists and the Torbay Early Years Advisory Service.

Additional funding will be sought if required.

## 8. How is this provision funded?



**Who pays for this?**

Private daycare payments in addition to Government funded childcare places.

## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



**What else will we do to help you learn and how will this happen?**

Please refer to section 7.

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



**How can we help you learn about your feelings and relationships?**

At Watcombe Children's Centre Nursery, we take a positive approach to supporting the emotional and social needs of children with special educational needs.

Skilled practitioners are available to support children during times of uncertainty, where co-regulation is highly valued. Additional strategies may be used, such as providing individual calming bags, providing time in a quiet space and putting more formalised plans in place; to ensure that the support received is consistent between practitioners, in addition to between nursery and home.

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



**How can we help you to get ready to change to a different place or to leave here?**

We work closely with parents/carers to ensure that all transitions run as smoothly as possible. We liaise with local schools and other early years settings, where professionals are welcome and encouraged to visit the child in the setting prior to their transition.

An enhanced transition meeting will be arranged prior to the child moving onto their next stage in education. Parents/carers will be invited, alongside any supporting professionals, where relevant information will be shared.

## 12. What other support is available for children and young people with special educational needs and how can they access it?



**What other help can we give you or help you to get?**

Please refer to the link below:

<https://torbayfamilyhub.org.uk/>

### 13. What extra-curricular activities are available for children and young people with special educational needs?



**What other activities can you do here?**

At Watcombe Children's Centre Nursery, we offer opportunities for stay and play sessions; where parents/carers have the opportunity to come in and join in the activities on offer.

### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



**How do we know that the help we are giving you is working?**



**How can you and your family tell us what you think?**

At Watcombe Children's Centre Nursery, the progress of all children is monitored and reviewed.

For children with special educational needs, a different form of assessment may be considered which is more appropriate; that celebrate the small steps of progress the children make.

If the child has an Individual Learning and Development Plan in place, regular meetings are arranged with the child's key person, SENCO and parents/carers and with outside professionals if appropriate. The child's preferences and best interests will always be central to any future plans that are made during these meetings.

We have an open-door policy and always encourage parents/carers to share their child's achievements from their time outside the setting.

### 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



**How do we make sure that we are being the best that we can be?**



**How can you and your family tell us what you think?**

As a nursery, we are constantly reflecting on practice and the support that is offered.

We encourage active feedback from parents/carers, which allows us to identify areas for improvement and maintain the high standards of care which we provide.

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



**How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

At Watcombe Children's Centre Nursery, we highly value the importance of ongoing CPD and encourage all staff to attend regular training opportunities; this could be accessed in the following ways:

- Local authority training
- In house training opportunities, which focus on the current needs of the children in the setting.

Staff supervisions provide a key opportunity for staff to reflect upon their CPD and to identify if further training is needed.

### 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



**How do we make sure that your parents know how we can help them?**

Please refer to sections 4 and 14.

### 18. How can parents, children and young people make a complaint about our provision?



**What can you do if you are not happy about something that has happened here?**

At Watcombe Children's Centre Nursery, we always try to resolve any concerns or issues that have been identified and encourage parents/carers to bring these to our attention.

If needed, parents/carers will be directed to the complaints policy; which details the next steps to take.

## 19. How can parents, children and young people get more information about the setting?



### How can you find out more about us?

In addition to the show arounds that we offer, parents/carers are encouraged to look on the website for further information:

<https://www.watcombenursery.co.uk/>

## 20. How the education provider involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



### How do we work with everyone else to help you?

Please refer to previous sections.

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

A Personal Education Plan (PEP) is a legally required document that records a looked after child's educational progress and needs. It is used to guide the child's education and is a key part of a child's care plan.

Working in collaboration with the named professionals that are involved in a child's care, the nursery will ensure that the PEP remains relevant and effective for the child.