

Nursery Local Offer and SEND Guide for Parents



Setting Name	Field Place Infant School Nursery
Setting Manager and contact details	Mrs Theresa Alford (Head Teacher) 01903 700234 SENDCo: Ms Teresa Bourne
How to get to our nursery	The Nursery is located within the grounds of Field Place Infant School. Main access for visitors are via the school office. The school car park is for staff use only, however there is residential street parking nearby.
About our setting	In our nursery we understand that this is potentially the first time you will have left your child for any length of time and that this can be a very difficult yet very exciting prospect for both of you! Therefore, we all work hard in the nursery to make sure everyone feels happy, safe and involved in their learning. Working together with your children, and with you as parents, is a really important way of ensuring we are successful in doing this. We work, initially, to support your children in all the prime areas of the early year's curriculum. These include personal and social skills, communication skills and physical skills. All areas are seen, and treated as equally important to the learning development of your child. We encourage lots of talk to enable everyone to play together, share ideas, learn new skills and develop independence. We are also very fortunate to have our own outside area, which we use all year round whatever the weather! We use all the different areas of nursery, playing and learning together, through your child's many different interests. As we progress through the year we will begin to work on specific areas of the curriculum with the aim of preparing your child for school. You can view a short presentation about how we work at Field Place Infant School Nursery here https://youtu.be/kR9RfsPh5v4
Accessibility information	There is step free access to our setting via the main school gate. The nursery is ground level and access to the garden from the main building is via ramp. There is an adult disabled toilet situated in the nursery and nappy changing facilities. Adaptations are made to the environment to support individual needs – i.e. providing handlebars on ramps and small steps, lowering equipment such as pegs and sinks to allow access to all.
How we support children and families work with families to identify	We work very closely with parents and usually visit children at home before they start with us. Any additional needs are discussed before children start so that we can plan how to best support them. The SENCO is made aware of any children who are coming into nursery with already identified additional needs. Early observations, discussions with parents and baseline assessments help us to identify individuals learning and development needs. At this point, we may signpost parents to seek additional professional advice ie. Health

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<p>any delay in children’s learning and development Including children with SEND</p>	<p>Visitor or GP, Enabling Families or refer a child to a specific service such as Speech and Language Therapy. We work closely every term with one of West Sussex’s Early Years and Childcare Advisors, Debbie Fry. After carrying out a Children’s Learning and Wellbeing Audit (CLaWBA) every term we then have an Early Help consultation, where we discuss the audit and how we can best support specific children (via additional services, support strategies and adaptations). The SENCO is always included in any discussions for children with significant needs and is aware of any vulnerable families being a part of the school’s safeguarding team. We feel with provide a strong transition to school. Being attached to the school, children have access to visits to Reception in the Summer term and Reception teachers will also visit them in Nursery. The Early Years Lead, who is a Reception teacher, gets to know all children in nursery over the year before they start school.</p>
<p>How we improve physical health outcomes for our children?</p>	<p>Physical development is a prime area that we focus on throughout the year at nursery. This has been even more pertinent since the first lock down and we have identified this as an ongoing priority. We are lucky to have full access to a large garden and climbing frame, as well as other climbing equipment and bikes. The outside environment is accessible at all times during the day. Alongside our focus on supporting the development of children’s gross motor movements, we ensure that our weekly inside environment plans promote the development of finer motor skills (through the use of different tools, cutting, cooking, playdough, drawing activities).</p>
<p>How we support children’s mental and emotional health outcomes</p>	<p>Group times in nursery are largely focused on PSHE and Communication and Language skills – sharing stories, emotional literacy, circle times, taking turns, basic feelings and talking about what the school rules mean (Be ready, Be kind, Be safe) and how we can make sure we follow them. Nursery staff focus on positive praise and identifying desired behaviours. We follow the main school behaviour policy prioritising staff consistency with expectations and the language we use. When children are ready, we always ensure we follow through with a restorative phase, offering alternative strategies that are appropriate for their age/stage of development.</p>
<p>How to access a place for your child in nursery.</p>	<p>Admission information is on the school website. Parents are welcome to visit (this has changed during Covid but we are included in the virtual tour on the school website and also provide a booklet that shows nursery on the website). There is a waiting list for nursery and children can be added to the waiting list from birth for starting the term after their 3rd birthday.</p> <p>As a nursery school, we offer Universal free entitlement (FE) funded places (15 hours a week) and Extended FE funded places (30 hours a week) for those who are eligible.</p> <p>We are a 52 space nursery, with extended FE funded places equating to 2 places. We offer 3 sessions – Mon-Fri for extended FE places, Mon, Tue, Wed AM or Wed PM, Thur and Fri for universal FE places.</p> <p>We prioritise and offer nursery places in the following order:</p> <ol style="list-style-type: none"> 1. Looked after and previously looked after children. 2. Children with exceptional social/medical needs.

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	<p>3. Children who will have siblings attending our school upon entry to the Nursery. 4. Children who will have siblings attending The Orchards school upon entry to the Nursery. 5. Children who live in our catchment area. 6. Children who live out of our catchment area and parents have indicated a preference for their child to attend our school, if allocated, when they start in reception.</p> <p>Information about individual children is gathered through a home visit (not during covid), stay and plays before children start, a parents welcome evening, and settling sessions for their first week with us. (This has all changed for the time being due to covid). Nursery staff begin a learning journal in collaboration with parents to find out their child’s needs, routines and interests. We also use an online program called Evidence Me, where parents can view and comment on pictures and observations of their child’s development, as well as add their own from home.</p>
<p>How we involve parents and outside agencies if your child needs further support.</p>	<p>We work closely with the SENCO who is in communication with multiple agencies who may be involved with a family. We also have contact with the EY advisor who will offer support, leaflets and classes or sessions that might be helpful for a particular parent.</p> <p>We use and teach key Makaton alongside our spoken language at nursery and encourage children to use these in their play.</p> <p>Parents are usually invited to come in and join in with our rhyme challenge event, as well as other singing events, although this may not happen this year due to covid. Rhyme Challenge is a Book Trust initiative that supports the development of children’s early language skills and encourages families to get involved and enjoy learning together. The rhyme challenge involves learning 10 nursery rhymes over the course of the year, word-for-word from memory. <i>'Research has shown that those children who are better at detecting rhymes tend to be more successful at learning to read, a relationship that is independent of children’s class backgrounds, intelligence, and level of memory ability.'</i> (Bradley & Bryan, 1985; MacLean et al, 1987; Bradley, 1988; Ellis & Large, 1987)</p>
<p>How do we gain parental feedback?</p>	<p>The school send out a yearly survey for all parents</p>
<p>Complaints Proceudue</p>	<p>Parents are encouraged to speak directly to the class teacher if they have any concerns or complaints, so that these can be resolved together. However, there is the option to arrange to speak to the head teacher or make a formal complaint if they feel they want or need to take it further. This is all set out in the school policy on our website.</p>

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How we support children with Special Educational Needs or Disabilities

Area of Need	How we will support your child
<p>Communication and Interaction</p>	<p>We have highly skilled and experienced staff in nursery who are trained in supporting children’s early communication and interaction skills. Our nursery nurse has had additional ECAT training and will often spend time with targeted children at group times to support this. We are lucky to have a speech and language special support centre as part of the school. Staff sometimes receive in house training and support from the SENCO or the SSC teacher. Staff can go to the SENCO, the SSC teacher or the attending speech and language therapist for support strategies or advice if needed. We use key Makaton signs within the nursery and provide visual cues in different areas of the learning environment.</p>
<p>Social, Emotional and Mental Health</p>	<p>All staff receive Annual Safeguarding Training and updates throughout the year Staff have also had training on behaviour management strategies by the SENCO. This ensures that all staff are confident to notice changes in children’s behaviours or safeguarding concerns. All concerns are logged on to CPOMS which is automatically sent to the safeguarding lead (Theresa Alford) . Each child settles differently into nursery and we work very closely with parents to support them in the best way with this. We praise emotional behaviours as well as learning behaviours through the use of a WOW wall and other reward strategies. Staff are consistent with their expectations and boundaries. Children are taught strategies to help them express themselves in a safe way when playing with others. We ensure that there is always a quiet and safe place in nursery that children can go to if they need to.</p>
<p>Cognition and Learning</p>	<p>We have a full time qualified class teacher in nursery as well as highly trained support staff. Baseline assessments and termly summative assessments (based on observations and interactions with the children) inform future planning of skills. Contexts are planned around children’s current interests. Intervention groups are planned for specific children who may need additional support in an area of learning (particularly the prime areas of learning).</p>
<p>Physical</p>	<p>As physical development is one of the prime areas of learning in the EYFS, it is included in our assessment and planning. Activities and challenges are included in the weekly environment plan to support and extend children’s physical skills, both gross motor and fine motor.</p>
<p>Health/Medical</p>	<p>There are two paediatric first aiders in nursery who are also trained to manage medicines. Previously, when children have come in to nursery with specific medical needs, an adult has been sent on training so that they better equipped to support them. The SENCO and/or an occupational therapist would visit the nursery to audit how accessible the environment is for the individual child’s needs.</p>

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Sensory	In Nursery we offer a variety of sensory experiences within the environment for children to engage with – sand, water, playdough, messy play. We ensure that there is always a quiet space in the nursery for children to access if they need to. We ensure that we adapt to individual children’s sensory needs and interests.
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