



## **Puddleduck's Offer**

### **What is the Local Offer all about?**

At Puddleducks Nursery we will strive to ensure we work to support the SEND code of practice. From September 2014 every local authority will be required to publish information about services they expect to be available in their area for children and young people from birth to 25 years who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the Local Offer. The local offer will put in place all the information about education, health and care services in to one place.

The main purpose of this local offer is to provide clear, comprehensive accessible information about the support and opportunities available and to make provision more responsive to local needs and aspirations.

Why's that important you as parents?

By us providing you with this information we hope this to the following for all of our families:

- Help communicate to parents/carers, and others who work with the setting just how we support children with SEND.
- Provide a clear profile of the individual organisation
- Help prevent misunderstandings which can sometimes make working together difficult.
- Co-produce the information with parent carers and children, which in its self will develop strong partnerships with increased understanding.
- Be an opportunity to review our process and ways of working together.

So that's a little about what the local offer is all about – if you would like to find out more about this i have included a link below that will direct you to the West Sussex website.

Now please do read on to see Puddle ducks Nursery Local Offer.

### **Puddleducks Nursery Local Offer**

**How Puddle ducks identifies children who may need extra help and what you can do if you suspect your child may have special educational needs.**

- ✓ At Puddleducks we have exceptional staff who have various high level training in Early Years. We regularly review each child's individual progress through observations and your child learning journal. We not only check your child's overall development against the average for

their age, but keep regular up to date information of the progress of your child. This is completely individual and really allows us to see detailed progression, or in deed if a area of development is highlighted where progress we would expect to see is not being made. We will reflect on this to see if there is another issue to why this could be – for example lacking environment, more staff training needed etc before looking to see if your child may need additional support.

- ✓ As a nursery we have a very open and honest relationship with our parents/carers, right from the start of your journey with us we assign you a key person who you build a professional but close relationship with, each room has senior staff and management are always on site and available to talk. We really encourage our families to just come in and talk to us – we also welcome telephone calls and emails if this is preferable to parents/carers.
- ✓ As a nursery we have a range of children in our care, from age/stage expected norm functioning children to children who have a range of needs ranging from speech and language difficulties, Autism and low functioning Down's syndrome where individual children need one to one support. We are a very accommodating nursery and we like to ensure our provision is accessible to every child where ever we can make this possible.

#### How will the staff at Puddleducks Support my child?

- ✓ Our staff are extremely well trained in Early Years ranging from NVQ L3 staff through to qualified Teachers – we have staff who are specially trained in SEND and have three designated SENCO's who are readily available to support the staff, individual children and families. Our main SENCO will oversee working with you and will support your child's key person, if meetings with outside professional are arranged the settings SENCO will attend these and will also build a good relationship with the families. We want our staff to become part of your family – someone you can openly talk, trust and rely upon that we will do our very best to support you.
- ✓ Our SENCO'S role is determined and set out in guidelines within our SEN policy and procedures, telling you exactly what their role is and how they work within the setting. (Please refer too)
- ✓ As a reflective early Years Provision we continuously reflect on our provision, reflecting on how we support children and their families with special educational needs in included in this. We reflect to ensure the provision, resources and equipment is also effective in meeting these children's needs. After all we want the best for each individual child and will do our very best to provide an environment that really matches what children need to continuing to develop and learn. We also do 6 weekly play plans for children – a great opportunity to really regularly see if what we have are appropriate and if not moving forward with this. This also means that we are really looking at each individual child whilst doing this – really understanding if we are providing what each child and their family needs.
- ✓ We also have a role of the key person policy please see this in relation to how we support each family and the key persons role in doing this. (Please refer to)

#### How will the curriculum be matched to my child's needs at Puddleducks?

- ✓ At Puddleduks we have a robust Equality policy which details how we open our setting to all families regardless of culture, race, sexuality, religion and disability. We will confront any such behaviour that is detrimental to this. We believe it's so important to teach children from a young age that every person is different, whether they look different, sound different, have different beliefs or many more, we also think it's important to teach children about their local community, challenging any stereotypes children may have and getting them to view things with an open and non-judgmental attitude.
- ✓ At Puddleducks we provide each individual child with a Learning journal which tracks their individual development and learning in each area of their learning. Within this we undertake Individual Education plans, next steps and observations on your child. Our planning process is done weekly based on individual children – looking at their age, stage of development, current challenges and their interests to ensure we are providing a provision and activities that really appeal to each child and stimulates their learning whilst being appropriately challenged for individual children. Our staff easily adapt activities for different children's abilities ensuring that all children are able to get involved! We work to the WSCC online progress monitoring tool enabling us to regularly and professionally track each child's development as well – this is a brilliant tool which helps us ensure we as a setting really undertake every opportunity to reflect on practice, provision and to look at the child's individual all round development. A child's needs do not ever go unnoticed – it's easy with this tool to really track development and highlights any areas for concern or additional help that may be needed.

How will Puddleducks and I know how well my child is doing and how will Puddleducks help me to support my child's learning?

- ✓ Please refer to information above it's all very important to help you understand what we do as a nursery to support you. We are very open, and communication is key! We regularly share your child's next steps, Individual Developmental plans and can make time to discuss your child's progress at any time convenient to you. We like to have lots of verbal communication, but of course if this isn't viable that we are flexible, offering written updates, communication books and communication via email if it is convenient for families. We also have parent's evenings where we set aside time to really discuss in detail a child's development, we sit down and make time to really explain learning journals and how we observe children and how this aids us to track their progression and development. We will also include things that you can do at home to ensure things we are doing in the setting can be continued at home and visa versa. When we write a child's new updated next steps we share these with you – and ask you to also complete parts to ensure you agree with the steps set and also to gain your opinions and enables you to be part of planning for your child's individual education. Our staff are always available – all you have to do is ask or pop in and we will always make the time to talk to you!

How Puddleducks will support your child's overall wellbeing

- ✓ At Puddleducks we have staff who are trained in the administration of medications (we only issue prescribed medication please see separate policy) If a child requires unique personal care the setting will seek out training in this be it from a GP or a training company to ensure we can do this professionally and with the medical understanding to do so. If you require support

with behaviour we also have two behaviour management reps which further information to the exact role requirements can be found in our behaviour management policy. (Please refer) We work with families and children if behaviour is undesirable, rest assured that exclusion is a last resort and if strategies that we have put into place fail to have an impact we will refer to outside agencies such as Targeted Setting Support for additional support. You will of course always be spoken to – it's very important that you receive continuous daily feedback and are on board with strategies and referrals as they are needed.

- ✓ As a nursery that is very child orientated please be aware that we do not exclude children from the setting or the group if we feel they have behaved in an inappropriate manner – we simply talk to the children – their feelings and emotions are very important and it's equally important that we teach children to understand and control their emotions. We support children to do this in a way that lets them know it's not the child that is wrong or that is making us feel cross of sad – it's the behaviour. If age appropriate we will encourage the children to contribute their views to strategies and talk to them about it – they after all are the most important ones.
- ✓ At Puddleducks we only employ the best staff, we have robust policies and procedures in place and a very tough recruitment process ensuring that we have very suitable staff who are trained, qualified and supported to undertake appropriate and child orientated actions in supporting the children. Staff one to ones are held monthly with our area manager and regular staff observations and appraisals are also undertaken to ensure best practice on a continuous basis.

What specialist staff and services are available at Puddleducks, or if they are sourced outside the setting where from?

- ✓ We have a highly qualified team in early years, to which continued professional development is important. We aid our staff in training that will benefit the children in their care – for example, Pecs training, speech and language training, and many more. Staff have undertaken paediatric first aid and epi pen training is viable if we have a child in our care that requires one. We have also had Downs Syndrome training to support a child in our care which has been extremely informative and beneficial. We also have our SENCO who has attended specific training; this is updated regularly with networking meetings. We also have a member for staff who has undertaken an NVQ L4 in child psychology which has really helped us to understand aspects from a child's own perspective. Our Area Manager has also undertaken her BA In the professional studies of Early Years which has covered specific equality and training in the care of children with special educational needs. As well as our SENCO we also have two specifically trained behaviour management representatives who support the whole setting and a number of staff who are trained in child protection, two of these being designated officers who have additional training in various child protection matters.
- ✓ Of course although a highly qualified and experienced team we also work closely with other professionals, details of which can be found in Appendix one.

Training that our SEND staff have had or continue to have:

- ✓ SENCO/INCO Initial training
- ✓ Equality Training at Induction
- ✓ SEND Network meetings

- ✓ Down's syndrome awareness
- ✓ Let's get talking
- ✓ We have had other various other additional supports for our SENCO from FIRST, Speech and language and portage – all has enabled our SENCO to understand strategies, why things are done and have a better understanding of how to look at things from a child's point of view.

How will Puddleducks include my child in activities outside the early years setting, including trips?

- ✓ Whatever we arrange for the children at Puddleducks we will make arrangements for all children to be able to access this. Additional risk assessments may be carried out specifically for your child is necessary and we would discuss the trip with you – ensuring that you could be involved in planning and assessing any risk. We have arranged many activities outside the setting for example, toddlers to the park, Christmas pantos, Christmas party's – all are open to every child. It may be that a child with specific special educational needs will have a one to one support on a planned activity or outing – this will be provided by Puddleducks Nursery.
- ✓ We do like to involve our Parents/Carers as much as possible and it may be that we will invite the families along to – in which case we will still undertake specific risk assessments and also work with families to determine suitability. We will invite families in to do this with us so they are really part of the process – this is a great way of working together and ensuring that we really get the best for each child and family.

How accessible is the early years environment at Puddleducks?

- ✓ At Puddleducks Nursery we make any necessary adjustments where possible to suit each child. We however are not wheelchair friendly as we do have stairs to the first floor and no lift access. Our children's bathroom and toilet areas are accessible however no specific disabled toilets are viable. We have changing areas all over the nursery including in pre-school which have been used to change children with special educational needs.
- ✓ We have many families for whom English is an additional language – we ensure that where ever possible we find out if they have a support that can assist them with forms etc – if not we will facilitate this – and where ever possible we will get leaflets in a different language as they are available. We work visually with children who have no or little English, and work to model language and communication. We are also lucky to have our Nursery Manager who is fluent in Polish and also speaks German and some Russian. We have a large polish community at Puddleducks and we will ensure that our staff member is on hand to support at initial meetings, parents evenings, hand over's – even supporting staff who will endeavour to learn key phrases in any language to support a child transition.
- ✓ If further equipment is needed to support a child with special educational needs we will endeavour to ensure that we have this – we are a member of the toy library which is brilliant for SEND resources as well as supporting with additional languages etc. We will also endeavour to arrange with relevant agencies for any additional equipment support or funding to be claimed to support us.

How will Puddleducks prepare and support my child to join the early years setting or to transfer to another setting/school.

- ✓ Puddleducks believes that transitions are important to any child – even more so for a child who has additional needs. Firstly we will start planning transition months in advance, we will work with families ensuring that any fears they may have are worked upon – giving us every opportunity to reassure families. Transitions are very important and provide us with the opportunity to tell the next room, setting, school as much about the child and family as possible. It's important that we work with you as the family too – after all you will have a trusting relationship with us and it is a great tool to use us to facilitate that transition and to aid you to build further relationships with the next room, setting, school. Of course we will only do this with your permission.
- ✓ For children with complex needs we may arrange a professional transition meeting where we would invite all professionals working with a child and their family – this is a fantastic way to get health, education and care together to ensure that no details are missed out.
- ✓ We are very open and if appropriate we will allow staff to assist families in viewing the new setting, school to have support with this from someone else who has grown to know the individual child well and understand exactly what he or she will need.
- ✓ We encourage the new setting, school to come and visit the child in the setting – its the best way that they can really spend time with the child, talk to the staff, observe any environmental adaption's that we may have made. It's also great to build a relationship between our staff and the existing setting or school – that way we like to have a very open relationship – they are welcomed to call us or drop in at any time – if we can continue to support the child and offer any advice from experience that we are more than willing.
- ✓ Not only do we want to be a continued support for the child's new setting or school, but we also really welcome families to keep in touch – after all our relationship that we would have built with them often plays an important role in tat families life – we will continue that, ensuing of course that these relationships remain professional and supportive.

#### How are Puddleducks resources allocated and matched to children's special educational needs?

- ✓ We look and reflect all the time at resources and environment – we want to ensure that resources reflect each child – we do our very best to ensure that a range of high quality resources are available. We do also have a contingency fund which we will be able to use if a child needs a specific piece of equipment/ resource. This however is limited and although every effort will be made to ensure that is available its not always possible – in this case we will endeavour to ensure that any funding available that could support us to support a child in our setting is claimed.

#### How is the decision made about what type and how much support my child will received?

- ✓ At Puddleducks we believe that this process is very individual. Management of the setting hold overall responsibility over the spending of contingency funding, and or the calming of additional funding. Each child's case is looked at individually with a view to support that child and family as much as possible. We will include parent/carers in this and will be very open with them to what we do and don't have available, aiding then to have an open view of what we can offer and where we will be assessing funding from if applicable.

- ✓ If we have used funding to support a child we will ensure that we reflect using action plans whether the support has had an impact – looking initially and then a few months afterwards. This will be a continuous process throughout the child's time with us. Of course if additional equipment/ resources have been identified as being needed this will be present on the child Individual Education Plan – this supporting the child's needs and progress objectives. The IEP is reviewed every 6 weeks and additional resources/equipment outcomes is monitored throughout this time. Management and the settings SENCO will ensure the key person is reflecting adequately and that IEP s are appropriate.

#### How are parents/carers involved in the early years setting? How can I be involved?

- ✓ At Puddleducks we feel that working in partnership with our parents/ carers is part of the seamless continuity which enables us to provide, a stimulating, fun and exciting learning environment. Having you work alongside us promotes positive relationship building between yourselves and your child (ren), and develops a professional relationship which enables trust and reliability; all of these in turn enable you to feel confident that your child is in the best possible environment where they feel safe, welcomed, have a sense of belonging and most of all have a fantastic array of activities and experiences on offer to excite those early curiosities.

The nursery wishes to ensure all parents/carers are part of the care and education team within the nursery:

#### **Our Policy is to:**

- ✓ Recognise and support parents as their child's first and most important educators, and to welcome them into the life of nursery.
- ✓ Generate confidence and encourage parents to trust their own instincts and judgements regarding their own child.
- ✓ We welcome all nursing mothers. The nursery will make available a private area where ever possible to ensure nursing mothers have privacy.
- ✓ Ensure that all new parents are aware that the policies and procedures available to them. A detailed prospectus will be provided and our full policy documents will be available upon request.
- ✓ We have means to ensure all parents are included - that they mean we have different strategies for involving parents who work or live apart from their children
- ✓ It may be the case that at some point some unwanted behaviour or an incident took place in nursery that involved your child – Please understand that as a open and honest nursery we believe it of the utmost importance to discuss and issues with us – although from time to time these could be negative ones. Our aim is to work together – involving you at every stage to support the best outcomes for you, us and most importantly your child.
- ✓ We welcome the contributions of parents, in whatever form these may take
- ✓ Maintain regular contact with parents to help us to build a secure and beneficial working relationship – this will include day sheets, informal and formal chats, parent's evenings etc.

- ✓ Maintain professional relationships with our parents/carers where by staff are open and friendly but only share relevant information regarding their child and the setting, enabling parents/carers to feel confident in our professionalism.
- ✓ Creating opportunities for parents to talk to other adults in a secure and welcoming environment through such activities as open days, parent's evenings, there is also a comments page on our website which can be used as a blog between parents.
- ✓ Inform parents/ carers about nursery activities and events through regularly distributed newsletters.
- ✓ Keep parents/ carers up to date through our mailing list – hard copies are always given to parents if they do not have access to emails or the internet.
- ✓ Operates a key person system involving parents for open discussions and information regarding nursery and home circumstances, and individual needs.
- ✓ Inform Parents on a regular basis about their child's progress and involve them in the shared record keeping about their child. Parent's evenings will be held at least twice a year with advanced notice being given, in order for all parents to attend. Parents/ carers will be consulted to determine the times of these meetings to ensure we cater for everybody.
- ✓ Consider and discuss fully all suggestions from parents concerning the care and education of their child and the running of the nursery.
- ✓ Encourage parents/ carers to be knowledgeable about the EYFS.
- ✓ Ensure parents/ carers can all see clearly the system for registering queries, complaints or suggestions on the parents/ carers notice board.
- ✓ Provide a written contract between parents/ carers and the nursery regarding acceptance, place allocation and payment
- ✓ Respect the families religious and cultural background and to accommodate any special requirements wherever possible and practical to do so.
- ✓ To find out needs and expectations of parents. These will be obtained through regular feedback via questionnaires, updates, day sheets, settling in sessions, and lots more.

### Who can I contact for further Information?

Your first point of contact: Can be your child's key person, the settings SENCO or managements team – we will endeavour to help you, if it's something we don't know then we will do our very best to signpost you in the right direction or get the relevant telephone numbers for you.

Please remember if you have any worries or concerns, they are never to small and never sound silly – come in and speak to us about them it's what we are hear for.

Settings Area Manager: Natalie Chuter, EYP 01903 609986 [puddleducksnursery@hotmail.com](mailto:puddleducksnursery@hotmail.com)

Nursery Manager: Barbara Slomka, 01903 609986 [puddleducksnursery@hotmail.com](mailto:puddleducksnursery@hotmail.com)

SENCO: Abi Parkes 01903 609986 [puddleducksnursery@hotmail.com](mailto:puddleducksnursery@hotmail.com)

Pathfinder West Sussex Parent Carers Forum [www.wspcf.co.uk](http://www.wspcf.co.uk) or [www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk)

Department of Education – Information on legislation and regulations [www.education.gov.uk](http://www.education.gov.uk)

Parent Partnership service Queries or concerns or general advice and support about your child's needs call 0845 075 1008 or email [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)

Children & Family Centre: [www.westsussex.gov.uk/cfc](http://www.westsussex.gov.uk/cfc)

**Targeted Setting Support:** We work with various members from the Targeted Setting Support team. This is the initial team who will come in to support us – they get their name from being the initial outside agency we contact in the event that we need additional help or support for a child who can offer targeted support to help us and your child.

**Speech and Language Therapists:** We work with both NHS and privately contracted speech and language therapists to support children who speech, communication, or understanding is lacking and our strategies are not enough support for the child.

**Physio Therapists:** We work with NHS Physios to support children with mobility issues, global development delay etc. This aids us to ensure we have the right supportive equipment if necessary i.e. standing frames, supportive chairs etc.

**Family outreach workers:** To support families who are having difficulties.

**Sensory Support Services:** Ensuring the environment is right for the child, as well as looking at the child's sensory development and how sensory experiences could enhance their learning.