

Fledgelings Nursery Local Offer

The Special Educational Needs and Disability (SEND) Reforms placed a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND.

This information is provided so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends this setting.

We would welcome your feedback on how well our setting managed to provide the right information and support you and your child in their time with us. This is possible at our email address' given below

Setting Name and Address	Fledgelings Nursery		Telephone	01843 853071
	The Old Chapel		Number	
	Chapel Road		Website	www.fledgelingsnurseryschool.co.uk/
	Ramsgate		Address	
	CT11 0BS			
Does the setting specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	x			
What age range of pupils does the setting cater for?	3 months – 5 years			
Name and contact details of your setting Manager and SENCO	Anne-Marie Harmen (Setting Manager) Ellie Hodgett (SENCO) 01843 853071 fledgelingssenco@gmail.com			

Testimonials

“My daughter has been attending the nursery for 9 months now. She has a rare genetic condition that causes severe global delay amongst many other health conditions. As a result of this she is unable to walk and talk. Although she is almost 3 years old she has the ability of a 6/9 month old.

Fledgelings have been absolutely amazing with her from the start. They go above and beyond, attending multiple meetings with specialists involved with her care such as Doctors, Physio, Speech and Language etc. They keep me up to date with the next stages for her EHCP which is quite a daunting process for most parent's but I honestly feel like everything is under control and I don't need to worry. My daughter is seen by many different specialists and each time we have a visitor to the nursery the staff will remind me who they are and why they're visiting. They

have outstanding knowledge when it comes to what specialists need to be involved in your child's care.

The main fear I had as a parent with a child with special needs attending nursery was feeling like she would be a burden and unwanted at nursery due to her high needs. I know that she definitely makes things more challenging, but I've never been made to feel that way. Everyone is always so happy to see her, she is so excited to go to nursery and although she can't verbally tell me how her day had been, I can just read it from her body language how happy she is.” - Amy

“My daughter has hip dysplasia and needed surgery at 11 months old, followed by 16 weeks in a Spica cast. The cast means she is unable to sit or move around independently. She started at Fledgelings 2 weeks after her surgery and is currently attending in her cast. The staff at fledgelings have been fantastic in ensuring she settled in and have worked with me to understand what adaptations are required to meet her needs. These were detailed in her personal plan and are discussed with me regularly.

The adaptations include using beanbags, cushions, blankets etc to support her in different positions which allow her to play and participate in activities. They move her regularly to avoid pressure sores. They have adapted her sleep environment to ensure her body is fully supported by pillows and follow appropriate guidance for lifting and moving her. They use a chair provided to allow her to eat independently. They also change her nappy on a strict schedule which is critical in ensuring her cast does not become wet.

They have given significant consideration to different positions she can comfortably be in to not only physically support her but also keep her entertained, stimulated and included. As a result she is thriving in her cast and I am incredibly grateful for the exceptional care they provide.” - Danielle

The Setting

Fledgelings Nursery is a mainstream setting providing a wonderful environment for all children whose ages range from 0-5years. We are open 50 weeks each year apart from Bank Holidays Christmas and Easter. We provide a Summer Holiday Club.

We provide care and education for young children between the ages of 0 – 5 years. We are open 5 days a week between 7.30am and 6.00pm providing full-day care. We offer two settling-in periods, but we are flexible to adjust to each child's needs.

We maintain a high ratio of qualified staff and a wide range of activities including music, gym, outside play and beginners French! During Summer club we offer outings/collaboration in the local community (Fire station, coast guard, dentist,

library etc) and fun activities for our parents including Sports day, Christmas show, open days and achievement celebration evenings.

On the ground floor we have a Baby and toddler unit (0-3) and a Pre-school Unit on the first floor (3-5) catering to 24 children per day. This provides excellent preparation up to and through the transition into primary school. We

The setting also has designated members of staff with additional roles i.e; nominated officer for Safeguarding and staff training (Katy Smith), most members of staff are 1st Aid trained, Health and Safety officer/Fire officer (Kelly Hill) and SENCO (Ellie Hodgett/Katy Smith).

There are two Deputy Managers (Katy Smith and Kelly Hill) who supports the room leaders and supports the manager in the day to day running of the setting.

The Manager (Anne Marie) has overall responsibility for the setting.

The Nursery has a high ratio of adults to children, which enables us to treat children as individuals, provide a safe environment for children to explore and be adventurous, help children to gain the greatest benefit and experience from activities we provide, listen and talk to children about their interest.

Every effort is made to ensure your child is safe and happy at Fledgelings. The team will work with you through the transition period to help your child settle into nursery.

What we provide.

We provide education and quality care for children below statutory school age while working in partnership with parents because we value their contribution to helping all our children develop and learn.

We promote equality and diversity by creating a service which enhances the breadth and well-being of the local community in a secure and stimulating environment.

Each child is given individual care & attention due to our high ratio of staff to children, able to learn to mix play and learning with other children and adults. Close relationships between staff and the children ensure we are able to build on knowledge and skills learnt at each stage of each individual child's development, partnered with a key person who monitors their progress and wellbeing through constant observation and a keen knowledge of health, well-being and developmental norms.

In our setting you as parents/carers are valued as partners in helping your child learn and develop. Our standards and service are influenced by your views. The Nursery provides high quality care and education for all the children promoting a stimulating and challenging environment right for their age and stage of development.

The Nursery provides a Curriculum based on the EYFS (Early Years Foundation Stage) using the EYFS overarching principles of Positive relationships, Enabling Environments, and Learning and Development. We also use the Statutory Guidance to ensure all legal obligations are fulfilled.

- Guidance is given on three prime areas and four specific of children's learning:
- Personal, social and emotional
- Mathematics
- Literacy
- Physical Development
- Communication, Language and Literacy
- Expressive Art and Design
- Understanding the world

Accessibility and Inclusion

What the setting provides

All information is accessible in print and can be given electronically when needed. The SENCO has the ability to access a translator and have made use of translators in the past. The setting encourages parents to bring along a supportive person in any meetings which are pre-arranged.

The building has multiple entrances, one of which is wheelchair accessible. The ground floor is adapted for wheelchair and walker use, including toileting and changing facilities. The first floor is nonviable for a lift/stair lift so inaccessible to wheelchair users except by a staff member carrying the child. Most staff have received moving and handling training to enable safe lifting, carrying and transporting of children and mobility equipment. The ground floor also has room for outside professionals to give training, intense therapy sessions, assessments or multi-agency meetings. The outside area is accessible and adjustable through resources and equipment.

All the children's toys are accessible for children to help themselves and these boxes are maintained, minimised, changed and cleaned frequently to ensure the children are able to engage and interact while ensuring the safety of the children and the integrity of the toys.

With any child who has identified Special Educational Needs and Disabilities the setting will use the Best Practice Guidance and engage the help of an Equality and Inclusion officer or Specialist Teacher to ensure the setting are making all reasonable adjustments needed for individual children during their time at the nursery. All staff are made aware of the diagnosis', needs, triggers, targets and techniques each child with identified SEN must have. Healthcare plans (HCP), individual risk assessments and personal emergency evacuation plans (PEEP) are up in each room, so any member of staff has the necessary access to pertinent information.

The rooms:

- Snowdrops (0-2yrs) have a wheelchair accessible room with laminate flooring. There are multiple separate areas with thick carpets to help control noise levels, cushions, beanbags, sensory lights/toys as well as a tent. Each of these areas have the ability to be closed off to allow children the freedom of independent movement away from the other children while still being fully supervised by the staff in the room. We adopt a home-from-home routine with access to the garden and hall at certain periods of time. Snowdrops have a 'sleeper' room attached for easy access at any time of day which includes, foam mats, rockers chairs, cots, pushchairs, large beanbags and low to the floor beds. Currently we have two children with additional physical needs and are able to provide the correct equipment to fulfil their daily needs with the provision of specialist equipment, augmented support and additional resources accessed through funding.
- Clover (2 - 3.5yrs) have a wheelchair accessible room with laminate flooring. It has a calming tent area with multiple cushions, beanbags, soft toys with calming sensory lights. This has the ability to be completely closed to allow the children time alone while still being supervised. The room has a wide range of resources to ensure inclusion in as many ways as possible. This includes bucket seats, yoga mats, fidget toys, visual timetable, visual aids, communication boards, Now/Next boards. We have the ability to allow the children access to the sleep room if they need at other times during the day.
- Pre-school (3.5 - 5yrs) is located on the first floor and is inaccessible to wheelchairs or walkers. ... Pre-school use visual timetable, visual aids, communication boards, Now/Next boards. Pre-school have a cosy, dark corner which limited children can access at one time to ensure the children can calm themselves in a quiet area. We have the ability to allow the children access to the sleep room if they need at other times during the day.
- The Hall/Gym area is located on the first floor and is inaccessible to wheelchair/walkers except by an adult carrying the child and the necessary equipment. This is a wide-open carpeted space with a large range of resources which can be used by all the children. There is also a 'cave' calm area the children can access with cushions, soft toys, sensory lights and mirrors. This area is also used for children's therapy times, personal intervention and physical play/interventions e.g. Trampoline, soft play, physio/peanut ball.

Identification and Early Intervention

What the setting provides

Children's progress is monitored through the observation, assessment and planning process. All key persons take weekly observations then use the Development Matters progress tracker every four months. From this, Next steps are created for each child and shared with their parent/carer. During this process we ensure that the child's voice is heard and auctioned within the planning, we also ensure that their interests are used to encourage all areas of learning. We capture photographs and observations of children which we link to the EYFS statements, we also take into account engagement and well-being using the Leuven scales and link to the characteristics of effective learning, we also ask every parent/carer to contribute to this process to gain a holistic picture of each child's development and learning. All of our parents/carers are able to access their own child's learning journey at any time they ask but particularly at our regular child achievement evenings held three times a year.

New starter families are asked to complete an All About Me document which provides detail of the child's strengths, areas for development, likes/dislikes, personality and routines this helps to further support the child and provides a baseline of where a child is at, enabling practitioners to plan meaningful activities to extend their learning and make progress in the first few weeks of attendance. This is also used as a talking tool for parents to engage in meaningful conversations with the key person and discuss any concerns you may have about your child's development, outcomes of past health/development checks etc.

A child's key person is available to speak to parents/carers during the day; parents/carers also know they can approach their Room Leaders, SENCO or management at any time if they wish.

If the parents have concerns about their child's learning or development, they are able to contact the SENCO or key person at any time through the child's daily diary, at pick up/drop off time, email or phone.

The toddler room completes a 2-year progress check for each child as they turn two, we ask parents to inform us when their child's check is scheduled. This information is shared with parents discussing their child's strengths and any areas for development. If the information suggests a child may be experiencing difficulties, then appropriate next steps/options would be discussed during a meeting with the key person, parents/carers and the SENCO. This may involve planning next steps to target a specific area which would then be monitored and reviewed.

For some children it may include developing a Targeted Plan where specific aims are developed with parents/carers to support a child's development. In some cases, it may be appropriate to refer the child to outside agencies to ensure relevant support is accessed, with parental consent. A request for guidance from the local inclusion teacher can also be requested and again this is only done with parental consent. Depending on your child's needs the SENCO is able to work alongside you to gain the support from agencies and professionals who will be able to support your child in the nursery setting or in the home setting. This may include the Local

Inclusion Forum Team (LIFT), Health Visitors, THRIVE (THRIVE supports children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling.) Therapy teams (Physiotherapy, Speech and Language Therapy/ENT, Occupational Therapy, Community Paediatrician etc), PORTAGE.

This is known as the Graduated Approach.

Currently we have a number of children with Autism Spectrum Condition. (ASC) Consequently inhouse and external, official training about ASC is a whole nursery focus. We use the techniques, ideas, resources and strategies from this training alongside the advice from outside agencies such as Equality and Inclusion Officer (Sue Denney), Specialist Teacher (Kate Pike), Specialist Therapists (Green banks) and THRIVE practitioners to extend our knowledge and capabilities to support these children to fulfil their potential.

We also use ABC (Action, Behaviour, Consequence) charts across the nursery when we have concerns regarding behaviour these allow a fuller picture of the issue to be formed which we then share with parents/carers and discuss an action plan.

The SENCO ensure all actions are recorded and procedures are followed this allows the SENCO and management to have a full understanding of each child's needs and all actions taken/planned and all other agencies involved.

Our SEN and Equal opportunities policies are available in the setting for parents to read. Our policy states we follow the SEN Code of Practice and sets out clear expectations of all the staff employed at Fledgelings to follow. This includes ensuring equality of opportunity, differentiation of curriculum, planning and strategies used to expedite learning. It ensures all staff area aware how to assess the children's rate of development to understand when there may be additional needs the SENCO can help address and assess.

Teaching and Learning – Practitioner and Practice

What the setting provides

Each child has a key person assigned to start their journey in the setting. It is the responsibility of the key person to build a good relationship with the child and their parents, so a working level of communication is maintained. The keyperson must observe and assess their key children regularly to fully understand their learning styles, levels, interests and needs so they are able to plan effectively so ensure the child's full potential. If the key person has any concern about the child's development, they will speak with and work closely with the SENCO through the Graduated Approach alongside the child's parents.

Children are involved in planning activities alongside their key person with verbal

contributions from children and observations and interests noted for the non-verbal ones. Parents are also asked to contribute through our regular correspondence via email/feedback at drop off or pick-up times, family photos and parental questionnaire. Activities are planned as they provide a platform for introducing new concepts/language and teachable moments which further develop children's learning and development. The setting uses an "In the Moment Planning" so the adults can maximise the interest of the children by expanding the opportunity to learn and extend their knowledge on each occasion. A stimulating and interesting environment is provided, and children take a leading role in their play as they freely investigate and explore. High quality resources clearly promote learning by appealing to children's interests.

Regular audits are completed in the rooms by the supervisors alongside the nursery nurses to ensure the provision is well rounded, appropriate for the age group as well as the stage of learning. This would take into account the children with additional needs how may need an adjusted environment or provision.

Activities and provision are adapted to ensure all the children can access what is on offer. Differentiation is used to enable us to meet the developmental needs of the individual child; this is done by task, use of resources, support provided and outcome expectations. Children with English as an Additional Language (EAL) or children with speech and language difficulties may also need visual support such as pictures, gestures and facial expressions or using key language such as; now, next and then.

Children are encouraged to have a voice and their comments are recorded and included in working wall displays and in their learning journeys.

Parents are encouraged to send in photographs of any significant events which can be included in a child's learning journey, put on display or used to create room books. We also ask parents/carers to complete WOW slips detailing moments of learning/development seen by them.

Teaching and Learning – Provision and Resources

What the setting provides

If the children are eligible for funding the setting will ensure the parents are aware of this and work with the parents to utilise the funding in the setting. This would include Disability Living Allowance (DLA) and the setting will claim Disability Access Funding (DAF), Special Educational Needs Inclusion Fund (SENIF), Early Years Pupil Premium (EYPP), Free for Two (FF2) and Three-Year Funding. The setting also provides sessions for Universal and Extended funding.

All resources used within the setting are age appropriate. Staff will borrow resources from other groups to extend children's development when necessary. Provision for children with SEN is made through the local SEN support services, additional funding or augmented support. This would include a subscription to Emporium, a base of specialist resources the setting can access with funding.

The setting also can access a wide range of training for the staff using CPD, TISS, Online courses including webinars.

We have support in the setting from our Inclusion Teacher, Special Educational Needs Specialists and Therapists who we work closely with alongside parents to provide additional support.

The children go on environmental walks in the local environment when possible during which time all children are included. The setting has a policy and procedure in place for these outings. On some occasions parents are asked to provide additional support if we deem it necessary to the safety of the child.

The business manager is responsible for the buying of all resources requested by all the staff via the SENCO. The SENCO is responsible to apply for available funding for children with SEN.

Reviews

What the setting provides

A child's key person will speak to parents each day. The younger children (Snowdrops) have daily sheets which are stored in a diary, this works as a two-way record of communication and information sharing which parents/carers are actively encouraged to engage with. The older children are encouraged to feedback to their parents to promote communication, so the feedback is given by the staff verbally at the end of each day.

Each key person is responsible for recording a child's progress. When a child starts the key person will go through the developmental milestones and this gives us a baseline as to where a child is at with their development. This is then tracked using the EYFS tracker document, the staff then plan next steps for the child. A 2-year progress check is also carried out and shared with parents. Observations form part of the child's progress recording their interest in activities and their initiation of their own.

'Wow' slips are available in every group to give parents the opportunity to record a special achievement that their child has made at home. These are brought in by parents and then shared with the child's group and then put into their learning journey. Parents are actively encouraged to bring in photographs of family events i.e. holidays, weddings to be shared and talked about then included in their child's book.

Confidential Parental questionnaires allow parents to comment on the service we provide and allow them to offer suggestion as to how to improve. Parents are invited to Child Achievement evenings three times a year to look at the children Learning Journey and chat the keyperson about their child's development. This is

also a good time to address any concerns or set up further meeting with the SENCO if this is needed or requested.

Transitions

What the setting provides

When a parent/carer decides to place a child with us we set up a series of visits to help both the child and parent to settle in. We have a settling in policy in place and this is shared with parents. A child's key person will be chosen during visits which is usually the adult who the child bonds with.

When children move groups within the setting the child and key person will go on visits together to the next group before visiting the room with another child of their known group. A transition profile is put together and shared with the child's new key person in order to see where the child is at and to plan further next steps; staff also have meaningful conversations as to how best to support the child.

When a child leaves the setting, which is usually when they move on to school 1 copy of the transition profile is given to parents with 1 copy to be to school with the parent's permission. Two practitioners will attend the transition meeting with local schools to feedback about the child's main strengths, friendships and possible additional support needed throughout the transition period.

We encourage teachers from the local schools to come into nursery to observe the children and to speak with the key person in order to ascertain a holistic view of the child and gain an understanding of their personality and personal attributes.

When supporting children with additional needs their Statement review and latest targeted learning plans are passed on to the next setting. Additional meetings will be arranged between the SENCO and school which will possibly involve multiple professionals who support the child.

We operate an open-door policy where parents/visitors are able to drop in or look around at any time. They may also contact us by phone and speak directly to their child's key person.

Staff training

What the setting provides

The nursery manager has level in early years and level 4 in leadership and management. The deputy managers both have a level 3 qualification in early years

and level 3 in leadership and management. 7 practitioners have a level 3 qualification, 2 practitioners have level 2, 3 are in the process of completing level 3. One member of staff has level 4 Early Years Advanced Practitioner.

The SENCO attends the most recent SENCO workshops and training. All staff have access to Noodle Now an online training resources for continual professional development. Mandatory courses include Safeguarding, Child Protection, FGM, First Aid, Prevent Duty and British Values. Other training is required if the need arises e.g. Manual Handling.

All practitioners are regularly observed informally. More formal observations take place as part of the Supervision process. Practitioners are asked to discuss any concerns they may have regarding a key child during Supervisions they also know they can approach management at any time with concerns. Peer observations are carried out to further strengthen practice and to build a strong staff team. Practitioners are fully supported in their continuous professional development.

Practitioners attend training on a variety of topics throughout the year to enable them to update their knowledge.

We also make use of online and bespoke training provided by the local Specialist Teaching Service to target children who have identified SEN.

Further information

The Manager/Deputies are always available to contact for further information via the phone, e-mail or face to face. If a parent/carer wishes to speak to their child's key person that can be arranged with an appointment if necessary, however there are many opportunities to speak to them at the beginning and end of the day.

The Manager is always available to speak to parents regarding their child or concerns, as we operate an open-door policy. If the parents request to speak to the SENCO this can be arranged and completed face to face, via phone or email.

There is a complaint policy in place in the setting and parents can contact OFSTED with regard to a complaint.

If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children's Board in our local authority

ADDITIONAL INFORMATION:

EYFS Statutory Framework 2021

SEND Code of Practice 0-25 2015 (Chapter 4)

Equality Act 2010 (anti-discrimination)

Children and Family Act 2014 (Section 30)

Kent Provider Agreement 2021

CFIS (Free, impartial, confidential advice)

Local Authority: Central Government, Local Government

Kent Local Offer