

# SMILES MONTESSORI

## LOCAL OFFER

*At Smiles we recognise that all children have a right to protection from abuse. Smiles take seriously its responsibility to protect and safeguard the welfare of all children.*

*Smiles Montessori values the abilities and achievements of individual children, and is committed to providing for each child the best possible environment for learning and development.*

### **How does Smiles know if children need extra help and what should I do if I think my child may have special educational needs?**

At Smiles we do ongoing observational assessments of all children in our care. These are linked to the early year's outcomes and stages of development, which can help us, identify individual needs of the children. These observations will be discussed with the room leader, the setting SENCO and setting Manager.

We operate a Key persons system at Smiles, with each child having a Key Person and a significant other. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Smiles' trained SENCO can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from the Area SENCO and the Early Years Advisory Teacher can be sought with parents' permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

### **How will Smiles support children with SEND?**

On induction to the setting the SENCO, leader or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together.

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Observations, listening, assessments, evaluations all contribute to an Individual Provision Map. We will listen to you as well as your child. Our SENCO will explain how children's individual needs can be met by planning support using an Individual Provision Map and the advice from the Area SENCO. They will also explain who may become involved in your child's development and their role. The key person will work with the SENCO to oversee the Provision Map targets for your child. The Key person will be in the session with the child, if not then the SENCO would be present. They will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, (SALT) or applications for additional funding).

The key person's role will foster relationships with and understand the individual children. The SENCO will maintain an overview of experiences and progress. They will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed

### **How Smiles creates learning and development opportunities for individual children with SEND?**

The key person and other staff in the room your child is based in will get to know the child through meeting the parents during their initial settling visit to nursery. Communication is key between parents and staff to support the child's care and well being.

The key person will regularly liaise with the parents. During the initial meetings between parents and the key person the parents will be asked to fill in an "all about me" form and family trees. If the children are older parents can discuss the questions or encourage them to draw pictures.

An on-going observational assessment is used to establish a starting point. The key person will observe the child in the first few weeks of them settling into nursery and complete a summary sheet based on their observations. These will be clearly marked as starting points as these summary sheets are used at several points during the child's learning journey. The summary sheets are linked to the EYFS ages and stages of development. Activities, experiences, routine resources and provision are planned for the individual.

### **How Smiles works in partnership with Parents/Carers??**

Within the setting there are communication systems in place, for example; home/setting books, parents evenings, daily conversations with the parents when they collect / bring their child to nursery, newsletters, invoices and via the website. As a setting we can agree a comfortable form of communication with the parents including verbal, written, email or text. We invite parents to share their knowledge with the staff about their child's 'wow' moments which are displayed for others to see in their own rooms. This allows the children to share their achievements

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with their friends and develop a sense of self-esteem. Children's learning journeys and planned next steps in learning are shared with parents at their request and at parent's evenings. The setting SENCO and key person will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parent's meetings and or Provision Map reviews. If your child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.

### **What support will there be for my child's physical and emotional well being?**

The staff's approach is inclusive, positive and welcoming to all. On entry to the setting we provide parents with the admission policy, Safeguarding policy, SEND code of practice. All about me forms are given to parents to complete, to help practitioners meet the individual needs of the children. Policies are shared with all staff and parents.

We provide a flexible approach to the routine and the environment, which is based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with the child and family and they provide personal care respectfully to all children. The staff are trained to administer medicine.

During the daily routine visual timetables are used to support children in understanding their routine. Older children are supported to manage their own personal care and manage risks for themselves. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children. The Area SENCO will support the setting SENCO and key person.

### **What training have the staff supporting children with SEND had or are expected to have?**

The setting SENDCO has completed the New to SENCO training. We also have a member of staff who is there for support in the absence of the SENCO who has also attended SENCO training. The SENCO attends termly SENCO meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through room meetings. Further courses such as behaviour training, equality, diversity and inclusion training, communication and language training have been attended by other staff members. Some staff members have attended training linked to specific needs. All staff working for Smiles has to complete the E-Learning module on SEND.

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### **What specialist services and expertise are accessed by Smiles?**

All staff have accessed child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs these would be primary through the health care service and include:

Child Development Centre, Physiotherapist, Occupational Therapist, Speech and Language Therapist, Early Years Advisory Teacher (EYAT). The setting has good links with the local children's centre and staff sign post parents to support available.

Within the setting there is a trained SENCO who attends termly network meetings to keep up to date. There is also the local authority Area SENDCO who is available to support the setting's SENCO. With parent's permission advice can be sought from the Early Years Advisory Teacher. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child in meeting the child's needs, for example the physical sensory medical team.

### **How will my child be included in experiences away from setting?**

All activities will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.

### **How accessible is the settings environment?**

Signs, poster and pictures with notes are used around the setting. Accessible building and toilet/changing facilities are available. Limitation of the building can be explained. All policies and procedures are current and reviewed regularly. We provide multi-sensory experiences as part of our core provision. We provide sensory play equipment and use visual aids. We seek advice and support from the area SENCO.

### **Joining the Setting**

When joining Smiles we offer all children 1 hour of free stay and play sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and "all about me" forms to be completed with questions which will help the practitioners identify the children's needs, interests and to discuss if any agencies are involved in the child's development.

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If required staff will attend training related to a child's needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous Provision Maps, paediatric reports, to ensure appropriate planning is in place. Parents and key person should agree a consistent approach to ensure continuity of care from home to setting.

### **Transition to school or next setting.**

If a child is transitioning to school or moving on to a new setting, the child's key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The Key person and SENCO can attend meetings and share targets on Provision Maps and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, Provision Maps, on track assessments and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunchtime practise is a good way to help a child become familiar with new routines.

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

Inclusion funding can be applied for to support the child being included in the setting. Delegated classroom budgets will be used to provide additional resources or to adapt existing resources.

### **How do we decide on appropriate support for young children with SEND?**

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The area SENCO or the Early Years Advisory Teacher or other professionals working with the settings SENCO will

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support the decision making process linked to planned targets on the Provision Map. The Provision Map will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child knows the child's need and how to support them.

### **How will I be involved in discussions about and planning for my child's education?**

Parents are involved from the initial visits at nursery when they register their child at the setting. The child's strengths, need, like and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including Individual Provision Plans and reviews. Each child's learning journey is accessible to parents on request. Planning is visibly displayed in each room for parents to view if they wish.

### **Who can I contact for further information?**

The first point of contact within the setting is your child's key person. The settings SENCO, Manager or director will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help, such as the health visitor, children centre staff, the inclusion officer and Speech and Language Therapist (SALT). The setting has a named practitioner for behaviour management that can also access support for parents from the Area SENCO and the Early Years Consultant with parental permission.