



HOLMWOOD HOUSE
SCHOOL

Holmwood House Nursery and Pre-School

LOCAL OFFER - SEND

Statement

Here at Holmwood House Nursery and Pre-School we committed to the inclusion of all children. All children have the right to be cared for and educated to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The Nursery and Pre-School believes that all children have the right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The Nursery and Pre-School are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability to enable every child to make full use of the Nursery and Pre-School's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's needs and the way that may affect his/her learning or care needs by:

- Liaising with the child's parents/carers
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local Authority (LA)/professionals
- Regular monitoring of observations carried out on the child's development
- Initial baseline assessment conducted to document where the child is at in all areas of development within the first 6 weeks of starting (this can vary due to

days attended eg if one day a week, staff may take a little longer to assess all areas of development)

All children will be given a full settling-in period when joining the Nursery and Pre-School according to their individual needs.

How does the setting know if children need extra help and what should I do if I think my child may have a special educational need?

At Holmwood House we carry out ongoing observational assessments of all children within our care. These are linked to the Developmental Matters ages and stages of development which help us identify individual needs of the children. These observations and needs are discussed within our weekly reflection meetings which if needed can also be discussed with the setting's SEND coordinator; Charlotte Taylor and the setting manager, Vicki Shreeve and Claire Cutts. Karen Travers, who has the relevant SEND training is also available for questions and advice.

At Holmwood House we have a 'special person' approach; each child will have a special person and a co-key person (buddy system) if necessary. If parents have any concerns about a child's development we have an open door policy; you can ask to discuss these in private with your key person. If a child's special person has identified a possible individual need they will discuss the matter with parents in private and plan together to support children's learning and development. Practitioners conduct checks at the 2 year old stage with parental participation and feedback gaining information from observations and baseline assessments of all 3 prime areas of the Early Years Foundation Stage. If the child is identified with a special educational need or disability with the support of outside agencies, which may already be involved, the SEND coordinator (Special Educational Needs and Disabilities coordinator) working alongside parents and colleagues will assess and record the children's needs to conduct one planning document providing future support. This plan is continually under review in consultation with the child and his/her parents or carers as well as other outside agencies.

How our setting supports children with Special Educational Needs and/or Disabilities (SEND).

At Holmwood House we have a settling-in period in which the special person and parents will share information about the strengths and needs of the child, likes and dislikes, allergies and preferences. We work very closely with parents and support the children together; we have an open door policy and are always here to listen or give advice when needed.

We compile our evidence through observations, listening, assessments and evaluation, which all contribute to One Planning document. We will listen to parents as well as children. Our SEND co-ordinator and/or special person will explain to parents how the child's individual needs can be met by planning support using a One Planning document and the advice from our Inclusion Partner (IP). She can support and explain to parents and carers who may become involved in a child's development and their role. The key person will work with the SEND coordinator to oversee the One Planning and support documenting targets for the child. They will identify individual needs and plan next steps, assessing additional support from others where necessary e.g., speech and language therapists (SALT) or applications for additional funding. One Plan Profile documents will be reviewed with parents regularly.

The key person's role will be to build strong bonds with the children and families. The SEND co-ordinator will maintain an overview of experiences and progress. The SEND co-ordinator will also work with other practitioners to ensure provision is relevant and appropriate and seek support when needed. We offer a wide range of activities covering religion, beliefs and festivals. Children whose first language is not English will have access to early learning opportunities which will be supported in their learning. Each room will differentiate activities, support behaviour and health needs, promote Makaton and help aid communication needs including visual timetables, symbols and picture exchange systems.

How our setting creates learning and development opportunities for individual children with special educational needs and/or disabilities (SEND).

All children are treated as equal. We plan and reflect in weekly meetings to meet each individual's needs. Children's individual interests are catered for. When starting at the Nursery or Pre-School, children will experience a visit followed by a trial, which can be extended if required. All free play activities are planned to enable all individuals to access all activities inside and outside as well as to ensure that table and floor activities are accessible to all. The Nursery and Pre-School is divided into age-appropriate rooms. We risk assess all activities and equipment which is used within the setting. Apparatus in the garden area is assessed to ensure easy access for all.

How our setting works in partnership with parents and carers.

We have many opportunities for children and parents to meet their special person prior to your start date; this is where all information will be shared. We have an open door policy for parents to meet their child's special person to discuss any concerns which may arise, this can be arranged in private, meetings with senior management and/or the settings SEND coordinator can be arranged if necessary. We have regular progress meetings with parents, special person and SEND coordinator. If needed Team Around the Child (TAC) meetings will be arranged where the family's needs are assessed and

support for children and parents are put in place, gaining any outside information from professionals for support.

How our setting supports the wellbeing of young children with special educational needs and/or disabilities (SEND).

At Holmwood House Nursery and Pre-School we have a trial and visit period before each child's start date. We settle the children in so they are happy and secure in the environment, boosting self esteem and thriving in confidence, wellbeing and happiness. We work very closely with the parents and support the child together; we have an open door policy and are always here to listen or give advice when needed. We will listen to parents as well as the child. We are able to explain how a child's individual needs can be met by planning support using one planning and the advice from our Inclusion Partner (IP). She is able to advise and explain who may become involved in your child's development and their role. The special person will work with the SEND coordinator to oversee the one planning targets for your child. They will identify individual needs and plan next steps, assessing additional support from others where necessary e.g., speech and language therapists (SALT) or applications for additional funding and support. Individual one plan documents will be conducted providing support for the child but also under continuous review with the child and parents as well as other outside agencies who may be involved.

Staff training and experience in supporting young children with special educational needs and/or disabilities (SEND).

The setting's SEND coordinator attends further meetings to ensure up to date knowledge and works closely with the Holmwood House main site SENCO where necessary for sharing best practice and insight. We have a member of staff who is here for support when the SEND coordinator is absent who has also attended SEND coordinator training, Karen Travers. The SEND coordinator attends regular meetings, briefings and courses to keep their knowledge and understanding current and up to date. This information is then cascaded with both sites to other staff members through room meetings or staff meetings. Further courses, such as behaviour training, have been attended by other staff members. Some staff members have attended training linked to specific needs. As a setting we have designated coordinators for both sites, these are: ENCO (Silvia Cadamuro), makaton (Shenise Elms), behaviour is supported by all staff across both sites, health and safety (Jo Brooks), SEND (Charlotte Taylor, supported by Karen Travers and Nicky Weston Plumb) and safeguarding (Karen Travers DSL, Charlotte Taylor DDSL, Claire Cutts DDSL, Vicki Shreeve DDSL).

Specialist services and expertise accessed by our setting.

All staff at Holmwood House Nursery and Pre-School have accessed child development training and have experience of working with children within the early years age range.

The child and family can access a number of services available locally, linked to the child's individual needs; these would be through the health care services and include, physiotherapists, child development centres, behaviour specialists, speech and language therapists (SALT), occupational therapists and early years advisory teachers (EYAT).

At Holmwood House Nursery and Pre-School we have a trained SEND co-ordinator who attends frequent meetings to keep up to date, there is also Essex County Council (ECC) Inclusion Partner (IP) who is available to support the setting. With parental permission, advice can be sought from specific authorities if the child's needs are identified; as a setting we would inform you how to contact the specific area of expertise in that field to help support the child at home and in the setting in meeting the child's need.

How our setting includes young children with special educational needs and/or disabilities (SEND) in community-based activities and outings.

All activities will be planned around all of the children's individual needs and abilities. An enhanced risk assessment will be carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission and they are freely available for all parents on the website to read and reassure them that we are an inclusive setting. We will make reasonable access to all where necessary.

Our accessible environment.

Within our setting we display signs, posters and pictures using captions and notes. Accessible buildings and facilities are available. All policies and procedures are current and are reviewed regularly. We provide multi-sensory experiences as part of our core provision. We have a range of sensory play equipment and we use visual aids. Where necessary, we will seek advice and support from the Essex County Council Inclusion Partner (IP).

How our setting prepares and supports children with special educational needs and/or disabilities (SEND) when joining the setting and when transferring to another setting or school.

When starting at Holmwood House Nursery or Pre-School, we offer all children a settling-in period where parents will come and stay with their child, fill in all relevant information regarding their needs, requirements and religion, as well as likes, dislikes, food preferences and family members. Parents will complete an 'All About Me', which consists of questions relating to the child; this will help practitioners identify any needs and interests as well as discussing if any other agencies are involved with the child's development. If required, staff will attend training relating to the child's needs before they attend the setting. Meeting with other healthcare professionals will also contribute

to a smooth settling-in process within our setting, to ensure any relevant documentation and information is shared with the setting if necessary, e.g., previous 'All About Me' forms, or paediatric reports to ensure appropriate planning is in place, parents will be asked to give relevant consent for this information to be shared with other professionals as well as ourselves as a setting. Another settling-in period will follow where parents will leave the child to play and build relationships with their special person and other children. Each child will have a special person, the special person will form a relationship of trust and support with the parents and child during these sessions of settling in.

Transition to school

When a child is transferring to another school or nursery setting the child's special person will create a report on all areas of the EYFS (Early Years Foundation Stage) curriculum; this will be a detailed account of the child's overall development at that point in time and will be sent to the setting's special person before the child starts with them. The special person and SEND co-ordinator will meet and discuss any transition plans which need to be in place within the new school and will arrange a meeting or visit to discuss this. We will share with the school any reports or assessments from other outside agencies to ensure a smooth and thorough transition. Staff will encourage parents to share their child's Tapestry account with the school which gives an excellent reflection of the child's development using observations, photos and videos. We arrange staff visits where necessary to make the child's transition as smooth as possible. Giving them an opportunity to liaise with any relevant school staff. We also invite the teachers to our setting to play and build up a bond with the child or children.

How can parents and carers find out about our ethos?

- Arrange and book a visit at our Nursery or Pre-School for a tour
- Visit our website - <https://www.holmwood.house/>
- Telephone - Nursery 01206 273827, Main school and Pre-School 01206 574305
- Attend open evenings, parents evening or any information evenings

Useful links

- Essex Local Offer - <https://send.essex.gov.uk/>
- TLC - <https://www.tlc-essex.info/>
- Speech and Language advice - [Provide children and family service](#)
- Speech and language advice - [Essex Child and Family Well being Service](#)

- Autism Anglia - www.autism-anglia.org.uk
- EHCP (Education and Health Care Plans) - www.essexlocaloffer.org.uk/
- School Deferral information to consider - [Essex guide to deferral](#)
- Essex SENDIASS - [SENDIASS](#)
- Department for Education, EYFS - [information on EYFS Framework](#)

Reviewed by: Vicki Shreeve, Claire Cutts, Charlotte Taylor
Date: January 2025
