

Oxhey Early Years Centre  
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Welcoming | Involving | Evolving

[www.oeyc.herts.sch.uk](http://www.oeyc.herts.sch.uk)

**Oxhey Early Years Centre (OEYC) is committed to supporting each individual child and working in partnership with parents and carers to ensure that each child receives the care and provision they need. If you have any questions or concerns about your child then please make an appointment to discuss these with a member of staff.**

### **Special Educational Needs & Disabilities (SEND) Local Offer**

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

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with special educational needs and disabilities.

#### **1. How does OEYC know if children need extra help?**

##### **All children:**

- are treated as individuals and assigned a Key Person to develop supportive relationships with parents and children
- are assessed regularly in all 7 areas of the early years curriculum. Practitioners discuss children's progress in weekly team meetings and record their attainment against the ages and stages of Development Matters at regular intervals through the year.
- Are monitored for well-being and involvement and reviewed in team meetings

##### **Some children:**

- are supported by practitioners in the centre who specialise in well-being support or in speech and language support.
- have additional partnerships with other professionals to identify and support individual needs, such as those from health care professionals, health visitors, speech and language therapists, occupational health therapists, paediatricians

##### **A few children:**

- ❖ will be referred to a 'Family Support Worker' at your local Children's Centre.
- ❖ will be referred to Herts Integrated Services for Learning (ISL), which includes: Communication Disorders Team, Early Years SEND Team, Educational Psychologists, Sensory/ Physical Needs Team

## 2. How will OEYC staff support my child?

### **All children:**

- are considered unique and special
- start their learning journey with information provided by parents/carers. The home visit, 'Confidential Personal Record' and 'All about Me' documents help us to share information about your child's strengths and needs
- are supported in a carefully planned, inclusive environment with qualified, dedicated staff
- are regularly assessed and the teaching and learning is matched to their interests and abilities

### **Some children:**

- are assessed using the 'Individual Assessment of Early Learning and Development' (IAELD)
- have an 'Individual Support Plan' (ISP). This follows a plan, do, review format and is completed with parents (and where appropriate taking into account the child's views). The plan builds on a child's strengths and interests as identified by both staff and parents as well as setting next steps in the areas that require support. Next Steps and how to support them will be planned for both the Nursery environment and for at home.

### **A few children:**

- ❖ will be referred to a Family Support Worker
- ❖ will be referred to the ISL team to engage outside professionals
- ❖ will receive 'Exceptional Needs Funding' to support specific needs

## 3. How will I know how my child is doing?

### **All children:**

- And their parents/carers are part of our partnership agreement which is a commitment to sharing information
- Have termly unique child summaries and parent/staff consultations/open evenings, including sharing ideas on how to support your child at home
- have an online Learning Journey. This contains observations, "Next Steps" and photographs of your child's progress and development
- parents and carers can have regular contact with their key person at drop off and pick up time

### **Some children:**

- have a 2 year progress report
- have more regular review meetings as part of an ISP and its plan, do, review cycle. An Individual Support Plan will include information on how parents can support their child at home

### **A few children:**

- ❖ will have visits and additional reports from outside professionals who are working with your child

#### 4. How will the learning and development provision be matched to my child's needs?

##### **All children:**

- work with child-centred early years trained staff who keep a child's needs central and a priority
- follow routines and take part in small and large group activities led by adults
- play and learn in purposeful, organised environments, indoors and out, that aid independence and problem solving
- have access to high quality, stimulating resources which are constantly refreshed and chosen to meet individual needs
- make choices and engage in activities/experiences that are of interest to them
- have access to activities and experiences linked to the 7 areas of learning and development as outlined in the EYFS
- have opportunities to celebrate their achievements and display their work

##### **Some children:**

- who have an ISP will have regular meetings with parents/carers to review progress and plan next steps.
- take part in one to one or additional small group adult led sessions e.g. with a well-being practitioner or with a speech and language practitioner
- have specific resources to match their individual needs e.g. personal visual timetables, now and next boards, toys that develop certain skills

##### **A few children:**

- ❖ will be working with outside professionals and having one to one support e.g. with speech therapists, physiotherapists
- ❖ have specific aids provided or recommended by outside professionals

In addition the Head of Centre will seek additional training for staff, if appropriate, to meet specific needs

#### 5. What support will there be for my child's overall wellbeing?

##### **All children:**

- work with practitioners who are welcoming and friendly, providing an inclusive, sensitive and positive atmosphere
- are valued for their strengths and their achievements are celebrated
- work with practitioners who provide good role models for positive behaviour and are consistent in the day-to-day care of all the children
- have safe and quiet areas to retreat, inside and outside, if they are tired or need some quiet time to themselves
- are encouraged to attend regularly. Good attendance is celebrated and is viewed as a good indicator of wellbeing
- have their dietary needs catered for
- have their well-being and involvement levels assessed using 'Ferre Laevers' scales

**Some children:**

- will have support from one of our specialists well-being practitioner to enhance their well-being. This could be through small group work, or 1 to 1 play sessions
- have personal health care plans and staff will be trained in giving the appropriate medication for your child if required
- some of the younger children have a nap in the afternoon
- require personal care such as nappy changing

**A few children:**

- ❖ who have Exceptional Needs Funding will have one to one support
- ❖ Will have an EHC plan

## 6. What specialist services and expertise are available at or accessed by OEYC?

**All children:**

- are taught by well qualified and experienced staff who have accessed child development training and have experience working with the Early Years age group
- parents/carers can access courses at their local Children's Centre

**Some children:**

- have input from our speech and language practitioner
- have input from our well-being practitioner
- have specialist services involved with them who are encouraged to visit our Centre to observe your child in our setting

**A few children:**

- ❖ have visits from the Herts ISL Team. The team will support practitioners in meeting children's individual needs by observing individual children in their setting, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training
- ❖ work with Family Support Workers from Children's Centres
- ❖ have 'Team Around the Family' (TAF) meetings which engage a number of professionals
- ❖ are 'Children Looked After' and have a social worker and an individual 'Personalised Education Plan' (PEP)
- ❖ are on the 'Child Protection Register' and have a social worker and team to support their needs

## 7. What training and/or experience do the staff, supporting children with special educational needs and disabilities, have?

**All children:**

- are taught by staff who hold Early Years qualifications which included SEN modules. In addition we have three qualified teachers at the Centre
- all staff attend weekly team meetings, 5 INSET (in service training) sessions a year, twilight training sessions and external training

**Some children:**

- take part in additional adult led sessions led by practitioners following personalised programmes of learning e.g. 'Chatterbox Tots,
- benefit from the Head and other senior leaders attending termly network meetings to keep up to date with the latest information and news

**A few children:**

- ❖ will be working with outside professionals who guide staff, regularly completing assessments and advising on 'next steps' and "what next?"

In addition the Head of Centre will seek additional training for staff, if appropriate, to meet specific needs

## 8. How will OEYC help me to support my child's learning and development?

**All parents/carers:**

- Have access to their child's online Learning Journey via 'Tapestry'. This Learning Journey contains observations, next steps and photographs of your child's progress and development
- are encouraged to contribute to each child's Learning Journey and asked to complete Magic Moments sheets to let us know what you have been doing at home
- can inform staff about their child's interests and these ideas will be used to inform planning
- can access extensive information on our website and through weekly Learning Journeys sent by ParentMail about ways to support learning at home - [www.oxheyearlyyearscentre.herts.sch.uk](http://www.oxheyearlyyearscentre.herts.sch.uk)
- receive weekly newsletters and learning journals (as above)
- will be able to share information on their child's learning and development at termly parent consultation meetings

**Some parents/carers:**

- have more regular meetings with practitioners e.g. if we were working on a behaviour management plan together or an attendance programme

**A few parents/carers:**

- ❖ will be involved in the plan, do, review cycle of and Individual Support Plan This will include next steps for learning and development both at The Centre and at home
- ❖ will be involved in updating PEP targets
- ❖ will be involved in updating actions from TAF or Child Protection meetings
- ❖ will be involved in applications made for 'Education and Health Care Plans' (EHC)

## 9. How will my child be included in activities outside the setting?

**All children:**

- are welcome to attend visits outside the setting

- can bring their parents/carers on our visit

**Some children:**

- would require additional planning to enable the visit to take place
- would require special aids and medicines to be administered whilst on the visit

**A few children:**

- ❖ would require a risk assessment prior to the visit

## 10. How accessible is the building/environment?

**All children:**

- are using a purpose built Centre for Nursery School, day care and Children's Centre
- are taught and cared for in a building which is on one level and has no stairs
- have access to extensive grounds outside that include ramps and alternative access where steps are in use
- are taught and cared for in an attractive and purposeful setting, without being over crowded

**Some children:**

- may use the disabled toilet with wheelchair access
- will need access to the nappy changing facilities

**A few children:**

- ❖ may need adaptations to existing resources/environment to ensure they can access them

In addition: if you are a parent/carer who has English as an additional language, you can arrange to get another family member involved who may speak English, we can access 'INTRAN' who support with translations

## 11. How will OEYC prepare and support my child with transitions between home, settings and school?

**All children:**

- will have a Key Person assigned to them before they join
- who are moving within the setting i.e. from Orange to Purple or Blue Rooms will have regular transition visits during the term before they change rooms
- will have been offered a home visit
- will have settling in sessions when their parents/carers can stay
- will have been given a photograph sheet of the staff

**Some children:**

- Will attend stay and play sessions before settling into Orange Room
- will follow a flexible settling in period to meet their requirements
- will have additional transition visits to their next setting
- will have staff from receiving schools visit more than once
- will have visits from the SENCOs (Special Educational Needs Co-ordinators)

of previous and next settings

**A few children:**

- ❖ will have personalised settling and transition programmes which involve outside agencies
- ❖ will be accompanied to next settings with a practitioner from OEYC

**In addition we:**

- have introductory parents meetings and provide a welcome pack
- liaise with previous settings
- invite all next settings to visit the children at OEYC
- pass on assessments and records to next settings (as appropriate )

**12. How is the decision made about what type and how much support my child will receive?**

**All children:**

- are observed and assessed regularly to ensure they are making good progress linked to the EYFS ages and stages of development
- have differentiated adult led sessions and high quality interactions with staff throughout child initiated learning
- are discussed at team meetings so that all staff are aware of a child's strengths and needs

**Some children:**

- will need extra support. This will be identified in discussion with parents/carers, your key person and a senior practitioner.
- have identified short or long term needs which require extra support to enable them to become independent within the environment

**A few children:**

- ❖ have outside professionals involved who will advise on the need for Exceptional Needs Funding or an Education and Health Care Plan

**13. Who can I contact for further information about the early years offer in OEYC?**

If you wish to discuss your child's needs prior to starting you should contact the Head of Centre, Fiona Ajose.

You are welcome to discuss concerns or progress with your child's Key Person, the Day Care Manager, the SENCO or the Head of Centre at any time

**14. How can I find information about the local authority's local offer of services and provision for children with special educational needs and disability?**

For further information go to [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Impartial advice and information can be found through Herts 'Parent Partnership Service' at [www.hertsdirect.org/parentpartnership](http://www.hertsdirect.org/parentpartnership)

They have a range of booklets and can access expert information from a range of national and local sources on your behalf. The Parent Partnership Service also includes 'The Hertfordshire Additional Needs Database' (H.A.N.D.). If your child has additional needs and/or disabilities you can join their database and receive a card which you can present at leisure venues where you may be offered concessions.

Please visit [\*\*www.hertsdirect.org/hand\*\*](http://www.hertsdirect.org/hand) for more information.

An emagazine "HAND NEWS" is produced each term, which is full of information about benefits, support groups, leisure activities, courses, consultations, after school activities and local events. You can read the emagazine on <http://handnews.hertscc.gov.uk>

Updated January 2020