

The Roche Nursery School, Keswick House

Statement linking early years settings to the Wandsworth local offer:

The Roche Nursery School is a welcoming and nurturing environment. We are committed to safeguarding and promoting the welfare of children and expect everyone working at this setting to share this commitment. Children settle in very quickly because of the consideration given to the individual needs of each child and their families. We aim to provide a stimulating environment in which children are supported to reach their full potential and we work closely with parents to make sure every individual child's needs are met.

Name of setting and introductory inclusion statement

The Roche Nursery School, Keswick House is an inclusive school. We make sure that all children can participate, belong and develop in our setting, whatever their background or level of ability. We are committed to ensuring that every individual within the school has the opportunity to practise and develop at a rate appropriate to their own individual ability. We aim to provide a setting where each child feels accepted and valued. We want each child to feel happy and grow in confidence, whatever the child's needs. We want all the children to develop friendly and helpful behaviour towards each other with our positive support, encouragement and example. We all work closely as a team and with the parents so that we can identify early if a child may have a specific need and thereby getting them additional support that may be required. We believe every child has a right to be included and we already welcome children with a range of special educational needs including physical disabilities and developmental delay. We also have families from different faiths and children whereby English is an additional language.

Who is our Special Needs Coordinator?

At The Roche Nursery School, Keswick House our Special Education Needs Co-ordinator is Lisa Christou. Their email address is Keswick@therocheschool.com

What should I do if I am concerned about my child's progress or special educational needs?

At The Roche Nursery we have an "Open door policy". If you are concerned about your child's progress then we encourage parents to speak with their child's key teacher. Their key teacher is responsible for planning for individual needs of their children. A parent may also speak to the Manager, who is also the SENCO of the Nursery or to Mrs Emery who Heads The Roche Nursery School. Teachers will write a progress report between the ages of 2 and 3 which highlights the child's strengths and areas where the child might need additional help. If a teacher has concerns, this is shared with the parents and the team as well as the SENCO. The parents will be given advice on next steps and appropriate action taken. The School also works closely with a family's health visitor to share and discuss any relevant.

How does the setting decide whether a child has special educational needs and what extra help they need?

We take observations of your child, evaluate and plan for the individual needs of your child. If it is decided that your child is not making such progress then we follow the Graduated Approach in line with our Special Educational Needs Policy. With discussions with the parents, we decide what action we take next, whether you self- refer or we refer your child via the NHS route or privately organise an external agency to assess your child. Targets are then set in place and a review date given to evaluate the child's progress and achievements.

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

We hold a curriculum meeting in the Autumn Term for parents which informs them about the EYFS and the Montessori curriculum. We have parents evening in the Autumn Term and Summer Term which also includes a written report each term. Parents look at their child's profile at these times but are aware they can have access to their child's profile whenever they want to see it. In the Summer Term they receive a detailed report covering all seven areas of the EYFS curriculum. Each week targets are set and shared with parents/carers. We encourage parents to carry out the activities we have suggested for them at home and to provide feedback and observations of their child to help with planning. In line with our "Open door policy" we are always giving feedback to our parents. Teachers are always available to speak with parents and if not they can arrange a suitable time to speak with their child's key teacher. Teachers will also write at least once a week in the child's comment book providing feedback.

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

We listen to the children's voice and at every stage their needs are considered first and foremost.

How do you assess and review my child's progress?

We all work together as a team. We have weekly meetings where we discuss each child's progress of the week and plan accordingly for the following week. We are constantly monitoring their progress in all 7 areas of the EYFS curriculum. Observations and evaluations are made throughout the week which is discussed in our meetings and informs planning for each child. The observations of each child are recorded in each individual's profile which parents have access to on request.

We carry out Progress check reports between the ages of 2 and 3. Parents will receive a report on their child's progress mainly focused on the prime areas which are Communication & Language, Physical Development and Personal, Social and Emotional Development. This progress check will help identify your child's achievements, strengths and highlight any concerns where he/she may need additional help. Each term every child receives a written report.

How is teaching and the curriculum adapted to my child's needs?

At The Roche Nursery School, Keswick House, children learn at their own pace. We have a balance of adult-led activities and free-flow play. During the course of the morning children are able during free-flow play to access all the areas of the classroom as well as having access to two focused activities. Also during the course of the week they get to have 1:1 with their key teacher. Activities are planned and differentiated so that activities can be made easier or more challenging for children. Staff training is imperative. Staff attend training courses regularly to enhance learning on all subject matter, to support the children. Additional resources and materials are also regularly purchased by the school to develop the children's learning. Our Montessori shelves are changed regularly according to the needs of the children. The Nursery also follows the EYFS which links very well with the

Montessori Curriculum. Children can start at the Nursery from two years old and generally have two academic years with us so by the time they move onto reception they are fully prepared for the transition into primary school.

What support is there for my child's emotional well-being?

All teachers are responsible for the well-being of each child. Each child has a key teacher who is responsible for their profile and to build initial relationships with the child making them feel secure, safe and happy in their nursery environment. For many of the children, it is the first time they have been left by their parents, therefore it is very important to understand the needs of every child as the settling in process is different for each child. The children are also encouraged to develop positive relationships with all staff and their peers. Before a child starts with us we ask parents to fill in "All About Me" form so that teachers have knowledge of what they like doing, who is important to them, what comforts them etc. information that will help us in assisting their settling into nursery quickly. We also offer home visits.

We also have ground rules of the classroom and outside, so children learn to respect each other and their environment and by good role modelling of behaviour and language, the children can build good relationships.

How do you promote positive behaviour?

We believe in a positive approach to behaviour management and emphasise positive reinforcement. Children respond well when they know that the school has high expectations of them and they are treated fairly and with respect. We try to develop and exemplify a moral code which reflects care and respect for those around us (ground rules). We aim to provide a safe, secure and accepting environment in which children can flourish and develop their play and learning without fear of being hurt, hindered or bullied by anyone. We aim to work in partnership with parents to lay foundations from which children can grow into happy, self-confident and well-adjusted individuals.

What training and specialist skills do the staff supporting children with SEND have or are having?

The Nursery Manager and Sendco has attended 'The Role of the Sendco' training course provided by Wandsworth council. She has also attended many other courses in relation to special needs. She has worked for the speech and language department of the NHS, delivering therapy to local schools from nursery age to secondary level. Staff receive in house SEN training & specialist courses e.g. Autism.

We do not have a high staff turn-over. All staff have worked for the Roche school for many years and have years of experience working with children. All hold a NVQ3 childcare qualification or above.

If extra training is needed to support a child with a specific need we will undertake training in order to support the child and meet their needs. This may not always be the case depending on what is required.

What do you do to make the setting environment and curriculum accessible for all children?

The Roche Nursery school. Keswick House aims to provide equal opportunities to all of its children, including those with disabilities or a SEN. We recognise that the experiences of all

children differ to the diversity of experiences, cultural background and levels of development and ability and that they are an important part of that child upon entry to the nursery. The participation of all children in exercises and activities is positively encouraged. We aim by differentiation in planning to provide children with appropriate experiences to achieve their full potential both inside and outside the classroom. All children throughout the nursery have equal access to a balanced curriculum. Boys and girls are given equal opportunities to play and work with all the equipment on offer and all children are given opportunities to lead activities.

Individual needs arising from physical disabilities, special educational needs or health specifications will be discussed with the staff and incorporated into the planning. Where possible we will adapt the environment to make it accessible for each child but this may not always be possible due to restrictions on space and facilities.

How will my child be included in activities outside of the classroom?

We have a well-equipped garden area. Activities are carefully planned for the outside providing challenges for the children covering all areas of the curriculum. The children during free-flow time can access all activities on offer and are encouraged to participate in all that is on offer. Again we plan according to the children's interest therefore there will always be something to attract the children to become involved.

How will the setting prepare my child to join the setting and transition to the next school?

When a child is joining our Nursery we invite them to a play date with their parents in the summer term before they join us in the autumn. They will get to meet the teachers of the Nursery, the new children and parents. Start packs are given to parents which asks for information about their child such as likes/dislikes, if English is an additional language, do they have a comforter or we make a special book with words/pictures in their native tongue. The start pack also includes information about the EYFS, our settling in policy and transition policy. We also offer home visits. We hold a social evening at the beginning of term where we talk about the importance of the partnership between home and school and the curriculum.

When a child is moving onto their next school we have lots of discussions about "big" school at every opportunity for example circle time. We encourage the teachers from the various schools to visit and see the children in their nursery environment. At The Roche Nursery School our children who move onto the main school are invited to spend an afternoon with their future classmates and to meet their teacher. We pass on the child's Early Years profile to their next school with parental permission. We go on school trips to our main school in the summer term to get 'a feel' for a primary school.

If a child attends another Nursery we share information with other setting following parental approval.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

We work in partnership with the parents and with their permission we may seek a specialist service from an outside agency such as a speech and language therapist. The school has many connections with specialist services. If it is found that a child needs additional support then we work closely with the parents and specialist to implement strategies, setting targets and review dates. The child may have a separate IEP or may be incorporated into his Individual Targets devised by his key teacher, working with outside agencies.

What will you do if my child has medical needs?

If your child has medical needs the school can administer prescription medicines as long as we have prior consent from the parents giving clear instructions. We need to have written permission and a medical form is also filled in and has to be signed by the parent each time a child has been given medicine. When medicine is being administered it has to be witnessed by another member of staff, signed and dated. All medicines are stored safely in the staff room, in a cupboard, designated shelf or in the fridge on a designated shelf. Parents may come in to offer training on how to administer medicine for their eg epipen or insulin.

What should I do if I am unhappy with my child's support or progress?

A strong partnership with parents and carers is of utmost importance at The Roche Nursery School, Keswick House. In order for the Nursery to run well and effectively, parents and staff must work together with the children's best interests always in mind. In the event of a complaint arising the nursery will take immediate measures to deal with the complaint quickly and appropriately. Before making a formal complaint we advise parents to approach their child's key teacher. This can often resolve the problem. If parents feel that the problem has not been resolved then we ask parents to contact the Nursery Manager or Head of Nursery Schools who are readily available. If after consultation between the Manager, Parents and staff, parents are still not happy then we follow the formal complaint procedure. Parents are advised to write to the Head of Nursery, Mrs Gabriella Emery stating all relevant information of the complaint. Our main priority is to resolve the matter quickly.

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- <https://www.thriveapproach.com>
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260
- **More information** about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on The Family Information Service website at <http://wandsworth.childreancesservicesdirectory.org.uk/>. Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899. *(NB – this can be replaced with link to local offer website when available)*

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email office@therocheschool.com

