



LOCAL OFFER



Name of Setting: Montessori Nursery

Date: 4 October 2016

Setting Ofsted URN: EY352677

	People involved	Response
<p>1) How do the staff of Hopscotch Montessori Nursery know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Owner and manager, Michaela Borland</p> <p>Key worker</p> <p>Co Key worker</p> <p>SENDCo (special educational needs and disabilities coordinator)</p>	<ul style="list-style-type: none"> • Prior to a child joining Hopscotch Montessori the Manager will liaise with parents/carers to discuss any additional needs a child may have. • Once a child starts at Hopscotch Montessori they will be given a key worker and a co key worker called a 'buddy'. These members of staff also liaise with parents and closely observe and document a child's progress. • A developmental two year check is carried out by the child's key worker. This is a baseline assessment which highlights if a child needs extra support or if further interventions such as an, Early Health Assessment (EHA) is required. • If a child has attended a previous setting their Hopscotch key worker will review any documentation that is given and liaise with their other/previous setting. • If a child's key worker observes that a child may have special needs, they will discuss these with the child's parent/carer and consult the nurseries SENDCo. • Parents are always welcome to make an appointment to discuss any concerns about their child they may

		<p>have with their child's key worker, the manager or the SENDCo.</p> <ul style="list-style-type: none"> • The SENDCo and staff follow the 'Special educational needs and code of practice 0-25.' • Hopscotch is a Montessori Nursery. This means we have a range of equipment which is designed to enhance learning through the senses. This equipment was originally developed by Maria Montessori to support children with special needs.
<p>2) How will Hopscotch Montessori staff support my child?</p> <p>Who will oversee and plan the education programme and who will be working with my child person and how often? What will be their roles? Who will explain this to me? How Hopscotch's manager / owner involved and what are are their responsibility? How does Hopscotch know how effective its arrangements its provision for children with special educational needs are?</p>	<p>Key worker</p> <p>Key worker buddy</p> <p>All staff</p> <p>SENDCo</p> <p>Early Years Advisor</p> <p>Outside agencies, (e.g. speech and language services, health visitor, paediatrician, educational psychologist etc.)</p>	<ul style="list-style-type: none"> • Hopscotch recognises all children have individual needs, therefore each child has a personalised education plan. • Each child's personal plan is drawn up by their key worker. This is done based on observations and information given by parents and other members of staff. • In addition to a personalised plan, a child who has a special educational need or disability will also have an Individual Support Plan (ISP). This is a targeted action plan, which is devised by the SENDCo in conjunction with the child's parent/carer. • A child's ISP is regularly reviewed by the SENDCo. Parents/carers are invited to meet with the SENDCo for reviews and are encouraged to share information regarding their child. <p>ISP's are reviewed by the Manager and are then shared and explained to all members of staff.</p>

		<p>The nursery has a confidential special needs board which is displayed during all sessions. This board contains ISP's and target record sheets. This means staff can easily access child's ISP's and log targeted activities. More detailed records are held on a secure parent site, which parents can view at any time to see how their child is progressing and what targeted activities their child has been doing.</p> <p>The SENDCo carefully monitors children who have special education's needs. S/he will review a child's progress regularly and should a child require more support, the SENDCo can seek advice from her local early year's advisor or may choose to liaise with other agencies which can provide support and advice for that particular child's needs.</p> <p>The SENDCo will attend multiagency and team around the child meetings when necessary.</p>
<p>3) How will the Hopscotch's curriculum be matched to my child's needs?</p> <p>What are the Hopscotch Montessori's approaches to differentiation? How will that help my child person?</p>	<p>Key worker</p> <p>All nursery staff</p> <p>SENDCo</p>	<ul style="list-style-type: none"> • Each child at Hopscotch has an individual plan. The child's key worker and nursery staff continuously observe and plan accordingly for each child. Planning is based on observations and ongoing assessments and information provided by parents. This means that the child's key worker and SENDCo are able to tailor provision to meet the child's specific needs. • Hopscotch's half termly topic themes are flexible and inclusive differentiating according to a child's needs. • Children who have special educational needs and disabilities also have individual support plans drawn up for them by the SENDCo.
		<ul style="list-style-type: none"> • At Hopscotch parents have access to a secure online parent site called, 'My Montessori Child,' this way

<p>4) How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> <p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does Hopscotch know how well my child is doing? How will I know what progress should be making? What opportunities will there be for regular contact about things that have happened at Hopscotch? How will you explain to me how his or her learning is planned and how I can help support this outside of Hopscotch? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events? Curriculum evening?</p>	<p>The Nursery Manager</p> <p>All members of staff</p> <p>Your child's keyworker</p> <p>SENDCo</p>	<p>they can see the activities and ongoing progress that their child is making.</p> <ul style="list-style-type: none"> • Staff record children's observations on the parent site in the form of photos and notes. During work hours staff are able to view a child's assessments, (i.e. two year check records) information on developmental stages and tracking systems, therefore staff can regularly assess the level of progress a child is making. • The online parent site also suggests activities to do at home with their child. These activities are directly based upon what their child is learning at Hopscotch. The SENDCo can also consult other agencies and suggest what other activities maybe suited to your child. These can also be added to the online record keeping system. • Parents are always welcome to make an appointment to discuss their child's progress and wellbeing and to share information on how to best meet their child's needs. In addition to this parents with children who have special educational needs or disabilities, will be invited to discuss and plan their child's ISP and to share reports with the SENDCo whenever they need to. • A written report of a child's progress is given to parents twice yearly and this is followed by a parent's evening, where parents can discuss their child's overall progress and share their views.
<p>5) What support will there be for my child's/young person's overall wellbeing?</p>	<p>All staff</p>	<p>The staff at Hopscotch, all have Paediatric First Aid training.</p>

<p>What is the pastoral, medical and social support available at Hopscotch for children with SEND? How does Hopscotch manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute his or her views? How will Hopscotch support my child to do this?</p>	<p>Parents/Carers</p> <p>Children who attend Hopscotch</p>	<p>We will only administer prescribed medications all of which must have written consent from the parents.</p> <p>All staff have a current enhanced DBS check</p> <p>We have a Behaviour Management and Positive Handling Policy which the staff adhere to at all times.</p> <p>The children are actively involved in the settings planning.</p>
<p>6) What specialist services and expertise are available at or accessed by the setting / school / college?</p> <p>Are there specialists staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?</p>	<p>SENDCo</p> <p>Multi-disciplinary agencies</p>	<p>We have a designated SENDCO and deputy who undergo regular training and updates.</p> <p>We work closely with health services such as Speech and Language Therapists and Educational Psychologists.</p> <p>We initiate, attend and give support at Multi-Disciplinary Meetings.</p>
<p>7) What training are the staff supporting children and young people with SEND had or are having?</p> <p>This should include recent and future planned training and disability awareness.</p>	<p>Manager</p> <p>SENDCo</p>	<p>We attend SENDCO training regularly.</p> <p>SENDCO attends termly forums for support and updates.</p>
<p>8) How will my child be included in activities outside the classroom including school trips?</p> <p>Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you</p>	<p>Manager</p> <p>All staff</p> <p>Parents/Carers</p>	<ul style="list-style-type: none"> • Hopscotch arranges an annual end of year outing for all the children and staff. All parents/carers are invited to attend the outing. A majority of parents/carers attend, which create a high ratio of adults to children. • Before any outing occurs a full risk assessment is undertaken and the needs and requirements of all the children in the setting would be taken into account.

<p>involve parent carers in planning activities and trips?</p>		<p>This would insure that any outings undertaken would be inclusive for all children.</p> <ul style="list-style-type: none"> • Parents are invited on these trips to ensure safe ratios are maintained at all times. • Every attempt will be made to organise fully inclusive trips.
<p>9) How accessible is Hopscotch's environment?</p> <p>Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?</p>		<p>The building is currently quite difficult to access. We are trying to identify funding that would enable us to have the alterations done to make the building and facilities more accessible.</p> <p>We use the English as an Additional Language support workers to help us tailor our environment to the specific needs of the children whose first language is not English.</p>
<p>10) How will Hopscotch Montessori prepare and support my child to join the setting; transfer to a new setting or the next stage of education and life, e.g. school?</p> <p>What preparation will there be for my child starting at Hopscotch Montessori. How will they be prepared to move onto the next stage? What information will be provided to his or her new setting / school?</p>	<p>Manager</p> <p>SENDCo</p>	<ul style="list-style-type: none"> • Before starting at Hopscotch Montessori the manager closely liaises with parents. This involves discussing each child's and family's needs; filling in an All About Me Form; liaising with previous/shared settings and other multi-disciplinary agencies which support your child. • Hopscotch has a flexible setting in policy. This can be adapted to best suit your child's needs. • The SENDCo closely monitors the progress of children who have Special Educational Needs or

<p>How will Hopscotch Montessori support a new setting / school to prepare for my child?</p>		<p>Disabilities. The SENDCo liaises and shares information/reports with schools/other settings and attends transition meetings.</p>
<p>11) How are Hopscotch Montessori's resources allocated and matched to children's special educational needs?</p>	<p>Key worker</p> <p>SENDCo</p>	<ul style="list-style-type: none"> • All staff have access to child's Individual support plans (ISP) and are aware of how to best support child who are on an ISP. • Child's keyworker is responsible for ensuring that a child's ISP targets are being met. The SENDCo also continuously monitors and reviews ISP targets. • If additional support is required the SENDCo will liaise with parents/carers. Additional support may include; applying for discretionary funding; an Inclusion grant an Education Health and care plan (EHCP).
<p>12) How is the decision made about what type and how much support my child will receive?</p> <p>Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting judge whether the support has had an impact?</p>	<p>SENDCo</p> <p>Parents/carers</p> <p>Other professionals</p>	<ul style="list-style-type: none"> • The SENDCo regularly reviews a child's progress; liaises with parents/carers; other professionals to ensure that child's needs are being met. • If the SENDCo, parents/carers or other professional feel that a higher level of support is needed for the child, this can be discussed and further procedures for additional support can be undertaken.
<p>13) How are parents involved in the setting / school / college? How can I be involved?</p> <p>Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.</p>	<p>Consulting with parents in planning for each child, home visits, EHCP</p>	<p>At Hopscotch a positive partnership with the parents is seen as a crucial element of every child's growth and development.</p> <p>We liaise closely with parents – see question 4.</p>

14) **Who can I contact for further information?**

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer?

SENCO, Key person,
Key worker for child

Information about local
services on Local
Authority website

Michaela Borland Manager and SENDCo

Key person for that child.

Family Information Service for Surrey

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