

Bowerdean Nursery School

Local offer

2025 – 2026

Bowerdean Nursery School is committed to inclusion; we strive to develop policies and practices that include all children and their families. Our admission policy reflects our views and no child with Special Educational Needs will be discriminated against. We are recognised as a Centre of Excellence for Inclusion and we work hard to engender a sense of community and belonging, and to offer new opportunities to children and their families.

Our intention is to improve choice and transparency to enable families to make informed choices and have greater control over services they wish to access. Our aim is to set out a local offer of services for children with Special Educational Needs and/or disabilities and their families.

As part of the Nursery's adherence to the values of Rights Respecting the Child we fully support,

"The purpose of education is to develop every child's personality, talents and mental and physical abilities." (Article 29)

We believe that all children should be valued as individuals and given full access to a broad, balanced and differentiated nursery curriculum. We believe in 'inclusion' for all children as identified in the Childcare Act 2006. We want,

"outcomes improved and inequalities reduced." (Childcare Act 2006)

We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

"Children who are disabled, either mentally or physically, have a right to special care and education so they can lead full and independent lives." "Article 23)



How do we identify children with Special Educational Needs and/or disabilities (SEND)?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Through reports / discussions from a previous setting.
- Limited progress is being made.
- There is a change in the child's behaviour or progress
- Baseline assessments.
- Records of children's language and language assessments.
- Learning and development records.
- Assessments by Specialists Services, such as Educational Psychologist, Speech and Language Therapists, Physiotherapists and Occupational Therapists. (Parents/carers are **always** informed if any outside agency is involved)
- Group and individual observations by the SENCo.
- An existing Education, Health and Care Plan. (EHCP)

How do we support children with SEND?

- Listening to parents/ carers, other professionals regarding their concerns.
- Listening actively to the views of the child and as far as possible involve them in their education.
- Provide a safe and caring environment and ensure that all children are treated with understanding, sensitivity and respect.
- Ensure that all children who have special educational needs are quickly identified.
- Identify very able children and make provision to meet their needs.
- Ensuring that all children's needs are met by providing relevant resources and a differentiated curriculum.
- Implementing different and varied teaching practices to meet the needs of individuals and the different ways that individuals learn.
- Keeping staff fully informed and updated on individual children's difficulties.
- Ensuring that children are referred and have access to other professionals.
- Working as a multi professional team to promote effective provision for individual children.
- Children identified as having special educational needs will have a Sen Support Plan & individual targets. Targets will be set according to the child's need. These will be monitored and reviewed by the SENCo, SEN Teacher and discussed with parents / key person to identify next steps.

- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a small group as appropriate.
- Learning mentor support, focusing on listening and attention, language development and skills (Language group), delivered 1:1, paired or in a small group as appropriate.
- Toileting programmes and provision of nappy changing facilities.
- Tailored intervention programmes as advised by other agencies such as the Educational Psychologist, Speech Therapist, Physio Therapist, Occupational Therapist, and the Specialised Teaching Service.
- Use of interactive whiteboard.
- Daily access to computers.
- Provision of specialist equipment and toys, such as large handled puzzle boards, sand timers, adult support scissors, wobble board, toys to support the development of fine and gross motor skills.
- Provision of a quiet room.
- The using of Makaton signing, visual timetables, and behavioural cue cards. These are used during teaching sessions, target sessions and when singing nursery rhymes. Visual aids and picture timetables are used to support the children's learning and help them access the curriculum.
- Regularly following and playing games to promote early listening skills and auditory discrimination skills.
- Extra-curricular activities such as music sessions, trips to the Rye Park and Forest School.
- Attend relevant training to develop learning and understanding of children and how best to meet their needs.
- Build links and foster relationships with the community and transfer to school.
- Respect confidentiality.

How do we assess children's progress?

- Through observations of children accessing the EYFS curriculum.
- Observations of behavioural, emotional and social development by the child's Key person.
- Through assessments and the children's developmental records.
- Keeping records of children's work and language through observations, assessments and photographs.
- From evidence of the work collected and progress achieved through target setting. (Are they meeting their targets?)
- From regular meetings to ensure each child is making good progress
- Listening to the views of the children and their concerns.

How do we involve parents?

- Parents/carers are informed about concerns and regularly updated on their child's targets and progress.
- Targets are discussed and reviewed with parents.
- Key persons, the SENCo and SEN teacher are easily accessible and can be approached informally at the end of the sessions.
- Parents/carers are invited to attend progress meetings and termly Parents Evenings.
- Parents/carers are provided with support to assist their child's progress in their home.
- Home visits with parents' permission.

How do we support a child with a medical need?

- If a child has a medical need then a Care Plan is compiled with the support of external agencies and with consultation with the parents. The plan is discussed with all staff involved with the child.
- Staff will attend relevant training to support individual children.
- Home visits with parents' permission.

What training have our staff received?

The nursery has an experienced SENCo teacher (Mrs Z Staines) and a dedicated SEN teacher (Miss W Yolland), supported by a team of experienced staff, who are allocated to working with children with identified additional needs. Different members of staff have received training related to Special Educational Needs. These have included:

- How to support children on the autistic spectrum.
- How to support children with social and emotional needs.
- How to support children with speech and language difficulties.
- Makaton signing courses.
- Curiosity Approach training.
- ELSA (Emotional Literacy Support) training.
- Teaching staff are given strategies to use in the classroom with children who have specific needs.

How do we include children in activities outside the classroom including school trips?

Bowerdean Nursery School endeavours to make all trips inclusive.

- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- Providing extra support, either given by the staff on site or asking the child's parent to accompany them. (If an intensive level of 1:1 support is required for the child's safety)

How accessible is the school environment?

Bowerdean Nursery School has been renovated and extended. Internally it provides a large open space with wide doorways which are easily accessible to all. The bathrooms are provided with automatic taps and flush facilities. The playground incorporates slopes and steps. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low and small toilets and wash basins with automatic taps and flush.
- A large area of safety surface covering the playground.
- Provision of a quiet room.
- 1 adult toilet adapted for disabled users.
- Yellow lines painted on steps.
- Regular fire evacuation practices.

How will children with SEND be prepared and supported when transferring to a new school?

Bowerdean Nursery School would like every child's transition to school to be as smooth as possible. Strategies are in place to help this happen. These include:

- Discussions with receiving schools prior to the child leaving.
- Teachers invited to the nursery for introductory meetings with the child.
- Transition sessions when children spend time at their new school.
- Additional visits arranged for children who require extra time in their new school.
- Transition books created using photos as a tool for discussions with children about their new school.
- Meetings between the two schools involving the SENCo teachers, class teachers, key persons, parents and child arranged to share information.

Who can I contact for further information?

If you wish to discuss your child's educational needs then please contact the school office to arrange a meeting with Mrs Staines, the SENCo and Headteacher.