



MERTON EDUCATION PARTNERSHIP

Name of setting: ACORN NURSERY

LOCAL OFFER – Children and Families Act 2014

Date Updated: January 2024

<p>1. What should I do if I think my child may have special educational needs?</p>	<p>You must discuss your concerns with your GP or health visitor first. If your child has already started with us, you should speak to our SENCo' (SEN Co-ordinator).</p> <p>All early years and childcare providers have a responsibility to identify children with special educational needs (SEN) and make sure they put in place support as early as possible to help them learn and progress.</p> <p>The Early Years Foundation Stage (EYFS) combined with Early Years Foundation Stage Profile January 2024 are the national framework for learning, development and care for children from birth to the end of Reception year. The identification of SEN is built into the overall approach to monitoring the progress and development of all children, which we follow. If your child is falling behind or not making adequate progress, you will be told as soon as possible and involved in discussions about extra help or support needed. Our written initial (baseline) assessment will highlight this.</p> <p>If your child's key worker identifies a possible individual need(s), they will discuss this with you in private, and plan together to support your child's learning and development. We will expect you to share with us reports of health care professionals, such as health visitors and speech and language therapists in order to plan appropriately to meet your child's needs.</p> <p>Our SENCO will offer support and advice to your child's key worker and other staff and will liaise with outside professionals to seek advice and support, which would assist us to plan, do, assess and review your child's EHCP.</p>
<p>2. How will you work in partnership with me so that I know how well my child is doing?</p>	<ul style="list-style-type: none">• We have a Special Educational Needs Coordinator. The role of the SENCo involves:• ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN• advising and supporting colleagues• ensuring parents are closely involved throughout and that their insights inform action taken by the setting• liaising with professionals or agencies beyond the setting



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3. How will the learning and development curriculum be matched to my child’s needs?	We are acutely aware that every child is unique and progress at different levels. We take into consideration your child’s progress and plan and support the child to progress at their own pace. Areas for improvement will be identified and future planning and focus will be addressed within those areas of learning. We will bring to your attention, future targets for your child and will seek your agreement.
4 How will you know how well my child is doing?	Acorn’s Special Educational Needs Co-ordinator and Behaviour Management Co-ordinator lead and help children who may need special educational need. They provide each child’s key worker with support and guidance. Should there be a need, we incorporate ECAT language tools as appropriate. Observations on learning and progress are documented against the Individual Education & Health Plans (EHCP). EHCPs will be written to support learning in the nursery and at Home and reviewed periodically to enable tracking your child’s progress. Areas for improvement will then be identified and future planning and focus will be addressed within those areas of learning. We assess, plan, do & review your child’s planning to ensure it is tailored to his/her individual needs.
5. How will you secure additional services, support or equipment to meet the additional needs of my child?	We have access to Merton Council Early Years Inclusion Officers with specialised expertise, if required. We will keep you informed every step of the way and discuss the actions with you, prior to implementing those. We make reasonable adjustments within our capability to include your child, where possible.
6. How will I know that staff have the right skills, experience and training to meet my child’s needs?	All staff are briefed on special medical conditions and needs of our children, as per the details you give us on the registration documents. Staff are trained on Special Educational Needs, Behaviour Management, First Aid, Food Hygiene and various identified training to enable them to work effectively with all children. We have named Special Educational Needs Co-ordinator and Behaviour Management Co-ordinator.
7. How will you ensure you meet the emotional and social development of my child?	Your child will be provided a Key worker with whom we will encourage your child to build a closer relationship. In addition to the Key worker, all our qualified, trained and experienced staff are involved in caring for all our children. Therefore, all children are observed closely and any social and emotional issues identified promptly. Identified issues are promptly discussed



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	with parents to get their feedback. Effective measures are agreed and implemented, sometimes with the advise and support of outside expertise.
8. How will you support my child to access extra-curricular activities (where provided)?	We make parents aware of Local Authority facilities, Holiday clubs and Children Centres. We also provide parents with leaflets on current Children’s activities in the local area, where possible.
9. How will you support my child when they transfer to a new school or setting?	We provide an EYFS Profile for your child, based on the time with us and their progress at Acorn for his/her new school or setting. We also offer “transition” assistance, during the child’s settling in period in his/her new environment, where possible.
10. How will you regularly review how well you meet the needs of all children with special educational needs?	We review all our policies and procedures at least once a year to accommodate new regulatory requirements including our SEN policy. We take into account results of risk assessments, new government guidelines, parents’ and staff feedback and local authority reports on Acorn’s performance.