



Jack in the Box at Nascotwood Early Years Local Offer

This policy represents the agreed principles for Jack in the Box's Early Years Local Offer throughout the Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for. Please read this policy in conjunction with our Special Educational needs policy and Inclusion policy.

1. How does Jack in the Box know if children need extra help and what should I do if I think my child may have special educational needs?

At Jack in the Box you can speak to any member of staff however you may wish to speak to your child's key person if you have any concerns about your child. Ann-Marie is our dedicated SENCO (Special educational needs coordinator's) and Jade is our SENCO assistant.

At Jack in the Box all children are assessed through our curriculum. All parents/carers will receive an end of term review which will include your child's next steps. Within these assessments a child may be identified as working towards age related expectation (WTARE) in some or all areas of the curriculum. If we feel your child needs further support and assessments, we will communicate with parents and carers to gain permission to complete any assessments that may be needed.

If your child has been identified with special educational needs before joining our setting, Ann-Marie along with your child's key person will work with you to ensure that everything is in place (e.g., Special equipment, staff training, classroom organisation, care plan, individual timetable, visuals etc) before your child joins us.

Your child's key person will work with Ann-Marie and Jade to continually monitor and review your child's development and progress in the setting and their journey is tailored to our curriculum.

We work very closely with other professionals such as health visitors, speech and language therapists, Early years Special Advisory Teachers (SATs), Inclusion development officers (IDO), Early Years Inclusion Specialists (EYIS) Educational Psychologists and other healthcare professionals to ensure that your child is given appropriate support and that we provide the very best care and educational opportunities for your child.

2. How will Jack in the Box staff support my child?

All our members of staff are trained in identifying additional needs for children, Ann-Marie is undertaking her SENCO training and all staff are supported by Jack in the Box's Area SENCO Michele Tarrant.

Your child's key person will develop a strong bond with your child, home visit can be arranged if desired; and we will work with you to ensure your child is happy and settled at Jack in the Box. Your child may also have a tailored settling in timetable.

The SENCO alongside your child's key person will work to ensure that you are fully involved at all stages and will liaise with a wide range of professionals. Information provided will be fed into individual education plans (IEP), nurture plans and a Developmental Journal to ensure that all staff are working to the same goals in supporting your child.

At Jack in the Box, we use wellcomm speech intervention and Makaton, we have a sign of the week displayed which is taught to all children throughout the day and week.

Jack in the Box use the Widget symbol programme to create visuals such as visual timetables to support individuals with key transitions, activities and to help them make choices.

Some children as part of their daily routine will take part in 'Bucket Time' which builds upon a child's attention span and concentration.

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

At Jack in the Box, we hold an open-door policy where you are always welcome to discuss your child's progress informally at the setting, by telephone or email. We will review progress with you via their learning journals, Developmental Journal and family Journal. We hold termly open classrooms and parent's consultation to summaries your child's progress and plan Next Steps. At Jack in the Box, we hold regular celebration events where you can see how your child is getting on and what activities they enjoy and friendships they have made.

The regularity of formal meetings between staff and parents will depend on your child's level of need. If your family has been registered with Families First or Early Support then team around the family meetings will take place once a term and, if necessary, more often.

Your child may have an Early year's advisory teacher or lead professional who will observe and visit your child at the setting and give targets and advice to your child's key person.

There are many formal ways of communicating about your child's progress, but nothing is better than an informal chat at the end of a session, so please always speak to us about any concerns.

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

Once an initial assessment has been carried out, your child will have an IEP (individual education plan) tailored to their needs. Parents/ Carers will be fully consulted along the way alongside the SENCO and key person. This will be based on the child's needs and other professional advice. All staff will be aware of the targets on your child's IEP and will ensure that they adhere to them during the sessions sometimes using individual timetables.

Some children with more complex SEND may need an assessment to see if they would benefit from having an Education, Health, and care plan. This is a legal document which sets out any additional support required to meet the special educational needs of your child.

Through our tailored curriculum we will observe and assess your child and then plan their learning and development provision around our observations and your child's interests.

We will follow advice from other professionals on how to support your child's needs and the SENCO will ensure that training is accessible for staff, where possible, to support your child's needs and learning.

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

We will involve other professionals to ensure that we support your child in all areas of their development. We will support you and your child with toilet training, and any issues regarding eating, sleeping, personal, social, and emotional development etc. Jack in the Box has an effective intimate care policy and touch policy and will ensure we can be as fully equipped with the necessary facilities to care for your child.

There is a strong emphasis on providing a caring and inclusive environment, with older children scaffolding some of our younger children within the setting.

If your child has any specific medical needs our staff will undergo any training – e.g., epi pen training, replacing breathing tubes etc – and we will administer any medication prescribed by a hospital paediatrician or GP after completing a medicine consent form and a care plan.

We have a positive behaviour management policy which outlines the procedures used at Jack in the Box this includes the current TAB (Therapeutic Approach to Behaviour), however, if specialist help is required to manage behaviour, we can request the support of the inclusion development officer employed by the local authority.

All staff have a positive approach to all children's individual learning and development and are sensitive to their needs. Anti-social behaviour and the testing of boundaries is often part of growing up, and we will work closely with you to put strategies in place to support and enhance your child's pro-social behaviours within the setting and at home.

6. What specialist services and expertise are available at or accessed by Jack in the Box?

Ann-Marie and Jade have worked with children with a wide range of needs. The Nascotwood team are also experienced and have many individual skills and experiences, with ongoing training.

We have links with our local family centre, and we work with a wide range of agencies such as advisory teachers, autism advisory teachers, occupational therapists, physiotherapists, educational psychologists, speech and language therapists, health visitors, GPs, Early Years Inclusion Specialists and Inclusion Development Officers.

We have a good relationship with all the local feeder schools, and this will make the transition to a new setting much easier for your child, parents will be at the forefront and fully involved and new settings will be encouraged to observe your child at Jack in the Box before transitioning. We will organise a handover of all paperwork and resources your child has with us.

7. What training and/or experience do the staff, supporting children with SEND, have?

All staff have experience with working with children with SEND.

We are trained in Autism, using visuals, play and interaction, simple signing and interactive story telling with some members trained in Makaton sign language which is used with all children within the setting. We have a database of Makaton signs and symbols held at Jack in the Box so we can look up words to support individual children. We use Widget to make clear visuals, and some children have individual books/wallets with visuals available.

Our SENCO has experience supporting children with a wide range of needs and disabilities, attending Senco training courses run by HfL and regular cluster meetings. Michele Tarrant our area SENCO leads regular inhouse training to ensure regular updates are shared and implemented throughout the setting.

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

Your child will benefit from all activities outside the setting and full risk assessments will be carried out.

We will discuss your child's needs with you to ensure they can be included. You will not be required to accompany children on any outside activities. However, if you are unhappy about your child joining in a trip, visit or event

without your presence you would be welcome to act as a parent helper on the outing.

9. How accessible is the building / environment?

Jack in the Box nursery environment is very accessible and meets the current disability regulations.

There are no stairs in our building, and we have flat access.

We have a range of tabletop and low-level activities for children to access.

Our garden is all on one level with grass and tarmac areas.
We have a wide range of sensory equipment.

We have an accessible toilet with wheelchair access.

We would make reasonable adjustments to meet the needs of all children.

10. How will Jack in the Box prepare and support my child with transitions between home, settings, and school?

Before starting Jack in the Box, you will complete an All about me and a Cultural capital form, this enables us to plan for your child and get to know their likes, dislikes and needs. We will carry out a home visit if requested or on a needs basis to allow your child's key person to meet your child in their home environment. Parents would be fully consulted and able to discuss their child's needs and concerns and we would work together to agree next steps. If necessary, an Educational Health Care Plan would be completed.

If your child receives care from any other setting (e.g., another nursery or a childminder) we will work with them by sharing assessments on a termly basis as well as our sharing information form to ensure there is a consistent approach.

When it is time for your child to leave us to start nursery or a school, we will contact the new setting and invite them to visit your child at Jack in the Box alongside yourselves where we can all discuss the transition. During this visit the teacher or key person from the school will meet and interact with your child.

11. How will Jack in the Box resources be used to support children's special educational needs?

All equipment and toys are moveable and can be made accessible, they are age and stage appropriate. We will seek to borrow specific equipment needed for specific needs. We provide a sensory area and have quiet areas when children need.

Jack in the Box works on a higher staff/child ratio most days, so your child will receive plenty of adult support. We are a very inclusive setting and have a range of resources/strategies in place to support children with a range of needs.

Local offer

If a child is in receipt of Higher Needs Funding or EHCP banding. This will be used to buy resources or used for extra adult support.

12. How will I be involved in discussions about and planning for my child's learning and development?

Ann-Marie and your child's key person will be available to discuss your child's needs; however, it may be necessary to arrange a mutually convenient time for a meeting.

We offer Team Around the Family meetings which can be carried out regularly in the best interests of your child to support next steps with professional advice. If outside professionals come in to see your child, we try to organise a meeting at the end of that visit for a brief discussion. If this is not possible any reports are always copied shared with you for consultation before wider publication. Parental consent is always obtained before we refer to any outside agencies

13. Who can I contact for further information about the early years offer in Jack in the box Nascotwood

(SENCO) Ann-Marie
Email: jitbnascotwood@hotmail.com
Telephone: 07593 545224

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer

This policy was adopted by the Directors, Area SENCO and Nascotwood SENCO in September 2024

Signed on behalf of Jack in the Box :.....

Staff Signatures: