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Godshill Primary School
Early Years Foundation Stage - EYFS
griffins.preschool@godshillprimary.co.uk

Nursery lead: Marie Seaman
EYFS lead: Polly Smith
EYFS admin: Leigh Mannix

Local Offer - 2024

1. **Name of EY Setting or School**

Griffins Nursery - Godshill Primary School

2. **Address**

School Road, Godshill, PO38 3HJ

3. **Telephone Number**

01983840246

4. **Website Address**

<https://www.godshillprimaryschool.co.uk>

5. **Type of EY Setting**

Local authority **nursery** managed by the local authority as part of Godshill Primary School.

Age range - 2 to 4 year olds

6. **Specialist provision on site, i.e. SEN Hub**

EYFS SENCO and Primary School SENCO onsite.

7. **How does the setting or school know if children need extra help and what should I do if I think my child may have Special Educational Needs?**

Griffin's Nursery recognises the importance of early identification and intervention, as well as the assessment and provision for any child with Special Educational Needs.

Our Nursery Special Educational Needs Co-ordinators (SENco) alongside our primary school SENco, oversees the identification of children with special educational needs and the provision being made for them in the setting. If you are concerned that your child may have special educational needs, please make an appointment to meet with the above or your key person.

The key person will remain responsible for working with your child on a daily basis. The SENCo will support the key person in the further assessment of your child's development and learning, also the effective implementation of the support.

In judging whether a child has Special Educational Needs initial information required would include :-

1. Two year progress checks
2. Observation records
3. Assessment on a child's progress in communication and language, physical development and personal, social and emotional development
4. Parental Observations



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5. Information from outside agencies (if appropriate)

8. How will the early years setting staff support my child?

Griffin's Nursery is where children and parents/carers work together in partnership. It is our aim to provide learning experiences that are differentiated to meet the needs of each individual child. In doing this, we minimise the difficulties that children may experience. However, some children will experience greater difficulty than others and will need extra support to enable them to make progress. We recognise the need to identify emerging difficulties by: Monitoring and reviewing the progress made by children; Responding to individual needs; Overcoming potential barriers to access activities for learning.

All staff, led by the SENCo, track the progress of children with special educational needs. This progress will be shared with you at our parent and key person meetings (November, March and July), we also have an open door policy where parents/carers can discuss progress against individual agreed targets.

9. How will the curriculum be matched to my child's needs?

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her that is additional or extra to what you would expect to be provided for an average pupil.

SEN are categorised into one of four categories: -

Cognition and Learning (C&L)- these include moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia and dyscalculia. -

Communication and Interaction (C&I)-this area of need includes pupils with speech and language difficulties and Autistic Spectrum Condition (ASC).

Social, Emotional and Mental Health Needs (SEMH)- this includes pupils with attachment disorders, behavioural difficulties, ADHD, selective mutism and specific mental health difficulties such as self-harm and body dysmorphia. -

Sensory and/or Physical Needs (S&PD)- this includes hearing and vision impairment, sensory processing and physical difficulties from congenital conditions, injury or disease.

We ensure that all children receive at least good teaching, and part of this is ensuring that the curriculum is adapted according to individual needs. This will include matching the level of the activity correctly and providing any extra support your child needs to be able to access this – for example specific resources, adaptations to the classroom or adult support.

Our curriculum is adapted to cater for the particular needs of the children at Griffins. This means that we strive to make the curriculum relevant and matched to the needs of all the children. In order to be



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fully inclusive, there may be specific planned learning opportunities designed to meet the particular needs of groups or individuals.

All children identified as having SEN have an individual Pupil Passport outlining their needs and how they are best met. This document is shared with all adults working with the pupil in question. A very small number of pupils, with profound needs may have an Education and Healthcare Plan (EHCP) which is drawn up by the local authority.

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

Our children are continually assessed through our Assess-Plan-Do-Review cycles. We have four assessment windows throughout the year, using the document 'Birth to Five Matters' to identify which areas children are 'on track' or 'off track' for. Parents/carers are invited to discuss their child's progress at three points throughout the year (November, March, July). However our practitioners will always discuss any anomalies or changes in the children's attainments throughout the year as necessary. Our online tapestry journal gives parents/carers an up to date account of what their child is doing on a daily basis.

11. What support will there be for my child's overall well-being?

Our setting is welcoming, safe and stimulating where children are able to enjoy themselves, to grow in confidence and fulfil their potential

We are committed to meeting the learning and development needs of every child. We know children learn best when they are healthy, safe and secure, when their individual needs are met and they have positive relationships with adults caring for them. We provide an environment which is safe and secure for children to play, interact and develop. Griffins Nursery adopts many of the main schools policies and procedures, such as safeguarding, first aid and behaviour. We also comply with several other policies such as oral hygiene, nappy changing and positive handling policies. All staff are trained in Paediatric first aid. Mrs Polly Smith and Miss Marie Seaman are also trained DSLs (Designated Safeguarding leads) and work alongside The main primary school DSLs to ensure the constant upkeep of documentation and the safety of our children.

12. What specialist services and expertise are available at or accessed by the setting or school?

There may be times when the setting will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Area Special Educational Needs and Disability Coordinators, Educational Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. If your child has a special educational need that we had not encountered before, we would ensure that staff are suitably trained in order to provide



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effective support. Current staff expertise includes Makaton, Eiklan Speech and Language, PBS (Positive Behaviour Support) and de-escalation.

13. What training have the staff supporting children with SEND had?

All of our staff are trained within the EYFS and regularly take part in additional EYFS and SEN courses. Marie Seaman the Nursery lead is currently undertaking an Early years Senco qualification and alongside other staff has undertaken specialised training in Autism, ASDa and challenging behaviours. All our staff have received training in de-escalation and well-being and everyone holds a paediatric first aid certificate.

14. How will my child be included in activities outside this setting, including outings or trips?

All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the key person or SENCo will liaise with you before the trip to ensure that your child has every opportunity to take part.

15. How accessible is the setting or school environment?

Within the Nursery building there are NO external steps. The building has a separate entrance/exit to the main school. The Nursery/EYFS area has gated fences separating it from the surrounding primary school. Should specialist equipment be necessary e.g. a hoist for toileting, then consultation with outside agencies ensures that this is made available.

16. How will the setting or school prepare and support my child to join the setting, school or the next stage of education and life?

Godshill Griffins work alongside the Godshill Primary School Reception class. The EYFS lead/Reception teacher works daily in both the Nursery and the Reception classroom. Nursery children are invited into the Reception classroom after Christmas prior to them starting school. Nursery and Reception children share experiences such as external visitors, trips, assemblies and lunch time together. Our EYFS staff work across the two rooms and the staff undertake regular review meetings of all the children to share each child's unique next steps and targets.

17. How are the settings or schools resources allocated and matched to children's Special Educational Needs or a Disability?

Our staff continually monitor and assess our children and work alongside the primary schools SENCo and the child's parents/carers. Resources are carefully assessed and chosen to enhance the education and needs of each child. We have a Assess-Plan-Do-Review cycle which ensures the needs of each child are continuously met and appropriately challenged.