

Building Blocks Montessori

Brief description of the setting

We are a 65 place nursery for children under 5 years. We are split into 3 classes. One for 12 children under 2yrs, one for 18 children of 2yrs and lastly one for 26 3&4yr olds. Each class has its own small outside classroom and all share a playground which they use separately. We are currently developing an outside art area. At our latest Ofsted Inspection (25/7/16) we were rated outstanding. We follow the Montessori ethos and have a large selection of Montessori equipment in the 3-5yr classroom. We focus on the individual needs of each child and believe in giving the children the tools to direct their own learning and be free to explore our prepared environment. Little people, Big futures!

How we identify if your child may need additional help and/or has special educational needs (SEN)

We track all the children to ensure they are meeting their age appropriate bands. We pay particular attentions to the child's personal and communication skills. If we have any concerns, we develop a plan to help. If this does not bridge the gap, we will discuss the areas of concern with the child's parents and source outside help if required either for help with identification of possible causes or help with further ways to help the child develop and progress.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

Parents are kept informed of all that we do at building Blocks. Working in partnerships with our parents is an area that we are very strong in. We have a settling in period where we get to know the parents and children, go through a daily report at the end of a session, 3-4 monthly reviews (including the 2yr assessment report) and a full open door policy. We will ask the parents to a developmental review at any point in between these reviews if we or they have any concerns. For general news and updates we speak to the parents informally, send them emails and use Facebook.

How we will involve your child in the planning and review of their support

In the older class the teachers will involve children in the planning of their own activities both by pre choosing what they are going to do first and talking to them about their likes and dislikes. If they understand any support, they are receiving this would be discussed and they would be helped to understand the process and desired outcomes.

How we match the curriculum, teaching and learning approaches if your child has SEND

We try our hardest to cater for all the individual needs and desires of all our children. This often involves experimenting on the best styles and approaches for the child. If a child has SEND we would approach this in the same way. If they are involved with other professionals, we would ask them for guidance in this area.

How we provide additional support if your child has learning needs

Depending on the area of support that a child requires we would work closely with outside agencies, the child's parents and specialised equipment/ resources. This recently included speech therapists, health visitors, hearing aid specialists, social services, team around the child meetings and a community nursery nurse. This visits have resulted in help, support and advice or us preparing assessments and reports. We have ensured that the parents were involved as much as possible; giving their own views and asking their own questions and we gave them copies of all relevant paperwork. Just recently one child has required a communication diary between us and home to record certain criteria as and when it happens. The most important part is that we,

the child's parents and any outside agencies have a clear view of what should be happening and who is responsible for what and to ensure that communication between everyone flows.

How we provide additional support if your child has social and communication needs

As above we would give the support they child required after consultation as long as it was felt we could meet such needs.

How we provide additional support if your child has physical, sensory and/or medical needs

As above we would give the support they child required after consultation as long as it was felt we could meet such needs.

How we provide help to support your child's emotional health and well being

As above we would give the support they child required after consultation as long as it was felt we could meet such needs. Having said that, we do feel that this is a strong area for us as the Montessori approach concentrates heavily on this. We also spend a lot of time getting to know the child and their family to build strong and close bonds. This makes this area a lot easier.

How we promote developing independence

As above we would give the support they child required after consultation as long as it was felt we could meet such needs. this is another strong area for us as this is a key area within Montessori teaching. We try to give the children all the tools and help they require to guild their own learning, all the Montessori has a built in control or error so the child knows them self whether or not they have completed the activity themselves, illuminating the need to be told. We spend much time developing personal skills such as self-care, social skills and acceptance.

How we measure and review your child's progress against their targets and longer term outcomes

We track all children's learning and analysis outcomes. We discuss care/educational plans with the parents and other professionals (when involved) so between us we can decide if the desired outcome is happening or whether we need to change the plans. Depending on the child, developmental norms may be used or the child's own set targets.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

All children are catered for in this way. If a child with SEND wishes to join us, we would make sure we could accommodate their needs first. Our building is modern with easy access and promotes positive images through our equipment, our ethos, personal views and the way we encourage the child's own acceptance.

How we include children with SEND in the life of our setting

As above. This is ingrained in our everyday practice of inclusion for all as long as we can meet the needs of the child.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Mainly through general in-house and LA training. For unique requirements further training would be sort from the other agencies involved with the child.

External support and expertise we can call upon to help us to meet children's need

We try to keep abreast of all new and changing agencies that could be called upon. We would contact pre Inclusion and/or our community nursery nurse for help in sourcing help if we need further help.

How we prepare children to join our setting

Generally, we have 2 visits prior to the child's start date. However, if a child comes to use with a SEN need this would be discussed with the parents. In such cases in the past this has included more initial visits from the child, visits from outside agencies for training prior to the child starting, starting the child with less hours and slowly building up and parents joining their child for whole sessions and slowly lessening this support.

How we prepare children to move on from our setting

Firstly, by making contact with the next setting, encouraging them to come in for visits, preparing detailed reports on the child's needs and successes, talking to the child, activities based around transition etc.

How we deploy our resources to meet the needs of children with SEND

Completely dependent on the needs of the child and other children.

Contacts for more information

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SEND Policies: Inclusion, Equal opportunities, Safeguarding, Admission, Behavioural, Parents as partners, key worker, Training & recruitment, Medication, moving and handling