

Implementation Date	May 2026
Review Date	September 2027
Reviewer	Liam Donovan / Alison Lapihuska / Sophie Lambertucci

Longwood Early Years Offer

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

At Longwood School and Nursery, you can speak to your child's teacher/key person about any concerns you may have regarding your child at a convenient time to all concerned. Our dedicated co-ordinators for special educational needs and disabilities are Alison Lapihuska (Nursery) and Sophie Lambertucci (School).

If your child has an identified special need which Longwood is able to support, we will seek your permission to consult with other professionals and work with you to ensure that everything is in place (eg special equipment, staff training, classroom organisation etc) before your child joins us.

Your child's teacher/key person will work with the relevant co-coordinators to continually monitor and review your child's development and progress in the setting through the Early Years Foundation Stage (EYFS) framework school curriculum.

We work very closely with other professionals including health visitors, speech and language therapists, 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 the settings staff support my child?

We have two members of staff, Alison Lapihuska and Sophie Lambertucci who are SENCOs and have a wide range of experience helping children with different needs.

Your child's teacher/key person will develop a strong bond with your child and will work with you to ensure your child is happy and settled at Longwood. Your SENCO and/or teacher/key person will work to ensure that you are involved at all stages and will also liaise with a wide range of professionals.

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

Progress reviews via their learning journeys/FAMILY/ pre-visit form / EYFS baseline assessment / two year progress checks / observation & assessment/parent's consultation /reports/ of your child's progress. The regularity of formal meetings between staff and parents will depend on your child's level of need.

There are many formal ways of communication about your child's progress, so please always contact us regarding any concerns.

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

Through the EYFS and school curriculum a graduated approach will follow and we will observe, plan, assess, do and review your child's progress to then plan their learning and development provision around our observations.

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

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

We will involve external professionals to ensure that we support your child in all areas of their development. We will support your child in all areas of their development including toilet training, and any issues regarding eating, sleeping etc. The nursery is fully equipped with changing tables/mats/potties etc. If your child has any specific medical need our staff will undergo any training and we will administer any medication prescribed by a hospital paediatrician or GP.

We have a behaviour management policy which outlines the procedures used at Longwood, however, if specialist help is required to manage behaviour we can request the support of the inclusion development officer employed by the local authority (0 – 5years).

All staff have a positive approach to all children's individual learning and development and is sensitive to their needs. Unwanted 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 positive behaviours.

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

Our coordinators have many years of experience in the role and have worked with children with a wide range of needs.

We have very good links with our local children's centre and we work with a range of agencies including advisory teachers, autism advisory teachers, occupational therapists, physiotherapists, educational psychologists, speech and language therapists, health visitors, GPs etc.

We also have a good relationship with all the local schools, and this will make the process of moving to a new setting much easier for your child.

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

All staff have experience with working with children with special needs.

Our SENCOs have many years of experience supporting children with a wide range of needs and disabilities and regularly attend SENCO cluster meetings.

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

On occasion, school children will be taken outside the setting and a full risk assessment will be carried out.

We will discuss your child's needs with you to ensure they can be included. If it is in the best interest of the child, parents/carers may be asked to accompany their child on an outing.

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

Your child's teacher/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. Team around the family meetings are carried out when needed.

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 and given to you.

Parental consent or the completion of the IAELD is always obtained before we refer to any outside agencies.

10. How accessible is the building/environment?

The playground environment is very accessible and meets the current disability regulations.

We have purpose built toys and equipment at your child's level.

Our garden is all on one level and we have grassed and tarmac areas and a large garden.

We have a disabled toilet with wheelchair access, and 2 hand rails in the hall, although the hall itself does not have ramp access and requires steps to be used.

11. How will the setting prepare and support my child with transition between home, setting and school?

Taster sessions will be organised at Longwood for you and your child to attend prior to their start date.

If your child receives care from any other setting (e.g. another nursery or a childminder) we will work with them by sharing learning journey.

When it is time for your child to leave us to start nursery school or school we will contact the new setting and invite them to visit your child at pre-school. During this visit the teacher or key person from the school will meet and play with your child and discuss their development and progress.

12. How will the setting's 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.

Longwood is an inclusive setting and has a range of resources/strategies in place to support children with a range of needs e.g. we have visual timetables (using photographs and symbols) which may be used with speech and language delay.

We have a number of sensory resources, such as sound bars in the classrooms.

13. Who can I contact for further information about the early years offer in the setting?

Longwood School and Nursery Bushey Hall Drive, Bushey Herts, WD23 2QG

Tel: 01923 253715

email: info@longwoodschool.co.uk

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