

## **Albany Montessori School: 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 Albany Montessori School we ensure that we gather as much information about each child prior to children starting. Parents complete forms to enable us to get to know each child before they start. On one of the forms there are a specific set of questions which asks for details if a child is receiving an additional support or is under a therapist. In this way Albany Montessori is able to put strategies in place before a child starts with us in order to make settling in as smooth a transition as possible. This subsequently ensures that every child will have access to the Early Years Foundation Stage curriculum and have equal opportunities to learn.

The Special Educational Needs Coordinator (SENCO) for our setting is Fawzia Topan, and should you as a parent or carer have any concerns that you want to raise, then please feel free to talk to Fawzia at any point. She, with your child's key worker, will discuss your child's needs and put support into place which merits the needs of your child. This may involve inviting or contacting other external agencies to speak with us to discuss all your child's needs. Fawzia has an in depth experience of working with a multitude of agencies in order to support children with additional needs.

To date we have, and are continuing to work closely with other professionals such as health visitors, speech and language therapists, educational psychologists, physiotherapists and other healthcare professionals to ensure that we best support and provide the relevant learning opportunities for every child, so ensuring every child has a positive experience at Albany Montessori School, is happy, settled and developing their learning.

### **2. How will the setting staff support my child?**

The staff at Albany Montessori School are a strong and united team. We have strong partnerships with parents. We see this as highly important and work together and communicate effectively on the needs of each child. The SENCO, Fawzia Topan, works closely with both parents and key workers, to ensure that plans and strategies are followed, observations, assessments and reviews are up to date. Advice and input from external professionals is also sought to ensure that every child's needs are understood and progress is made.

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

Every child is closely monitored and feedback is verbally given on a daily basis to parents. We also have a parents' evening once a term where each child has a written report and learning journals are kept up to date. Additionally if your child needs a support plan then this will be discussed, written up and regularly reviewed with the parents each term. We follow the assess, do and review pathway to closely monitor our children with additional needs. Support plans are put into place when needed and strategies are operationalized. This is regularly reviewed by looking to outcomes and adjusted as progress is made.

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

At Albany Montessori School we very much practice individualised and differentiated learning. The Montessori method is at the very heart of children being allowed to follow their own developmental pathways and progress their learning through the use of using the Montessori materials. Every child is observed and tracked and opportunities to move on to their next steps are presented. This goes in line with the EYFS 's characteristics of effective learning where through using the ages and stages developmental milestones, children are assessed in a formative way as they explore and work in the classroom; next steps are developed for each child based on the formative assessments. Hence planning for each child's development is individualised and differentiated.

Albany Montessori School also values the benefits of continuous professional developmental training. Our staff are booked on regular CPD sessions to update their knowledge.

We have regular sessions with external professionals to teach us about the needs of our children with special educational needs and strategies for supporting them.

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

As stated every child benefits from support from the SENCO, key workers and external agencies all of whom work in conjunction with parents to ensure learning, development and progress.

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

Fawzia Topan has been a qualified teacher since 1997. She gained her PGCE at the University of London, Institute of Education. Since then she has worked in both secondary school and early years education. She has a wide experience of dealing with children with special and additional needs of a variety of presentation and ages. She is a dedicated professional who is committed to providing equal opportunities for all children to learn. In her career Fawzia has worked with, and continues to work with professionals such as speech and language therapists, health visitors, educational psychologists, clinical psychologists, social workers, physiotherapists, occupational therapists, staff from communication autism team, inclusion workers and SENCOs from other schools in order to manage transitions.

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

Our staff have valuable experience in working with children with special educational and additional needs. When a key person has a child with SEND they work closely with the SENCO and parents to support each child. This may take the form of completing an IAELD ( Individual Assessment of Early Learning and Development) assessment for a child. This is a detailed assessment of a child's development; it provides a clear picture of where the child is placed in terms of developmental milestones. Once completed the staff member will sit with the SENCO and they will write a support plan, and moving on from there the targets and outcomes will be shared with all staff. In this way our staff have valuable experience of working and engaging with children with SEND. As a result they are up to speed in how to approach specific learning needs for our children and are able to support children with SEND.

**8. How accessible is the building / environment?**

The building has ramp access at both front and back so is suitable for wheel chair users.

**9. How will the setting prepare and support my child with transitions between home, settings and school?**

Albany Montessori support transitions by inviting practitioners at the setting/ school that the child is moving onto into the nursery to discuss their needs and explain how they can manage them; what provisions we have put into place to ensure access to the curriculum. In addition paperwork is shared with the new school so there is a complete exchange of information.

**10. How will [the setting's] resources be used to support children's special educational needs?**

All the Montessori materials are found on low level shelves at the childrens' level and all children are able to access them whenever they want. This means that every child is following their own learning journey and have the ability and freedom to explore their curiosity and to reinforce learning at their own pace and direction. The Montessori materials have been developed by Montessori ,using guidance from Seguin and Itard who also worked with children with special educational needs. The success that Montessori had, working in conjunction with Itard and Seguin has meant that all children with and without special needs benefit from working with the Montessori materials and using the Montessori method. Additionally when needs require it Albany Montessori provides resources in order to be able to help our children with SEND learn and develop.

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

Fawzia Topan at Albany Montessori School. Email:  
[albanymontessori@ntlworld.com](mailto:albanymontessori@ntlworld.com)  
Tel: 07432 669751/ 01727 860443

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](http://www.hertsdirect.org/localoffer)