



Poulton St Chad's Nursery

SEN and Disability Local Offer: Early Years Settings

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND.

This document will be emailed to IDSS.SENDReforms@lancashire.gov.uk and saved in the format LO-POULTONSRCHADS-11776.

The purpose of this document is allow parents of children with Special Educational Needs (SEN) or disabilities to know what support they can expect from our setting. This document will be published on our website at www.stchadsnursery.co.uk. The Local Authorities Local Offer can be seen at:-

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

Setting Name and Address	Poulton St. Chads Nursery		Telephone Number	01253 892647
			Website Address	www.stchadsnursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs	
	X			
What age range of children does the setting cater for?	2 – 5 years			
Name and contact details of your setting SENCO	Miss Helen Armer (01253 892647)			

Person responsible for maintaining details of the Local Offer for Poulton St Chad’s Nursery are

Name of Person/Job Title	Miss Helen Armer (SENCO) and Mrs Michaela Hancock (Owner)		
Contact telephone number	01253 892647	Email	office@stchadsnursery.co.uk

Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	www.stchadsnursery.co.uk		
Name	Mrs Michaela Hancock	Date	02/03/2015

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

The setting is a full day care setting. Places are available for children from the age of 2-5 years old. The setting is open Monday to Friday, 7:30am - 6:00pm, 51 weeks of the year. The setting is registered to take up to 30 children.

The setting is organised in one large open plan room. The children have a range of activities and teaching experience depending on their needs.

We are all responsible for monitoring the quality of the setting which is discussed as part of the evaluation during the team meetings.

The setting also has a range of qualified practitioners with additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named learning journey co-ordinator, a named person with responsibility for parental involvement, a nominated safeguarding officer and a SENCO.

During normal play all age groups can be integrated. Activities are adjusted in respect to each child's development. There are currently two separate groups for circle time. One is pre-schoolers and the other is two to three year olds.

Accessibility and Inclusion

What the setting provides

The building:

The setting is housed in a purpose built single story building. The building is wheelchair accessible from the front entrance and has additional entrances into the garden. The nursery is accessed through the main front door and has steps to the garden. There is a side entrance to the garden that is wheelchair accessible.

There is one accessible toilet in the building. That is also used as the adult facilities but they can be used for children if they are required. All other toilets and facilities are child height with one higher sink in the toilet.

The walls are painted cream and the skirting and architrave is white. The flooring is carpeted with an area that has non slip vinyl for messy/water play.

All the doors are wider to fit wheelchairs and prams through, they all have one large viewing panel, doors to storage cupboards and toilets are solid; storage doors are secured with keys. The toilets are clearly labelled.

There are parent information boards in the entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area and the local children's centre. The information from other providers is

only available in the format in which it is sent to us. However, some nursery policies are available in large print, this is something we continue to improve and develop. We are also working on having policies available in audio format. For families who require it. Policies are usually emailed to new families starting at the nursery.

The room:

The room is illuminated with ceiling lighting. The walls are painted in a pale colour with display boards mounted at child and adult height. The display boards are backed in bright colours to stand out from the pale walls. The floors are a mixture of blue carpet and non slip vinyl flooring. Rugs are used to make comfortable areas for play and relaxation. There is also a sink and worktop unit in the room for messy/water play. One sink is adult level whilst the other is child level for accessible for water play. Apart from the kitchen areas all the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

There is a separate small kitchen with wall and bases units, a sink and work top and a fridge for storing food/milk etc.

The furniture consists of toddler sized wooden chairs and tables. Resources are organised in to areas of provision. In each area there is words/posters and other literature to support language. Rugs and cushions are used to make a book and circle time area. Toys are stored in child height units made from natural materials. There are pictures and labels on the front of construction storage boxes to identify what is in them. Tuff spots are used to bring activities to floor level and other focused activities are done on child height tables in various locations around the room. The sand and water trays are small height adjustable units. Resources are suitable for children from 2 years old. However other toys and resources can be used if they are more appropriate to a child's needs or development. These include light up, vibrate and sound toys as well as a variety of treasure baskets to encourage and support play and exploration.

There is also a low table for the computer and tablets are available for carpet time stories and ICT activities. There is a separate cosy area for children that require rests and sleeps through-out the day. This area has removable mats and a basket of blankets to keep the children comfortable. There is also a basket full of books to relax with their key practitioner.

The Outdoors:

The outdoor environment consists of a large grassed area with tarmac play roads there is a large barked area with a small wooden climbing frame and climbing tyres and a mud kitchen and two play houses. There is a child height water tray and a bug hotel for exploratory play and a growing area with tomatoes, peas and herbs. There is also access to a large field and a "mugger" this is a large even surface tarmac playing area with football goals and nets. It can be accessed by a footpath or the field.

The artificial grass area is even and is suitable for children who use walking frames or wheelchairs. The natural grass areas are generally flat but there is some natural unevenness in the ground. In the small part of the garden outdoor area there are areas for planting and growing herbs and vegetables.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journeys and what is in them and the EYFS is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to encourage parents to take learning journeys home and comment in them. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the deputy manager or manager to make arrangements to be able to be released from the group at a convenient time. Poulton St. Chad's Nursery also arrange two parents evenings a year, these are held out of hours for an opportunity to meet with parents/families.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through the 'next steps'. Our SEN Policy is available in the setting, on the website or can be requested by emailing office@stchadsnursery.co.uk

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in setting or email the address above.

We use provision mapping to identify ways in which children can be supported.

What the setting provides

The setting works within the framework of the EYFS. The setting is resourced according to the age phase and needs of the children. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development and learning. In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Practitioners differentiate activities; they are then developed and reflected to ensure that the provision meets the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key practitioner and co-key practitioner. It is the role of the key practitioner to liaise with the child's parents regarding their time in nursery. The PICO is available to advise parents to develop ways in which they can support their child's learning at home. There can be sessions arranged to introduce parents to the EYFS and can provide ideas for ways in which they are able to support, encourage and develop their child's learning at home. Communication books are encouraged as a way of supporting and developing communication about learning at home and the community, this information is sometimes used in learning journeys and linked to the EYFS.

We have activity ideas and resources that parents can loan from our library and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

What the setting provides

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and the Management team. These external professionals include a teacher of the deaf, Speech and Language Therapists, Children's Centre Workers and Educational Psychologists. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate, with adequate planning in advance.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

What the setting provides

Before children start attending our settling we encourage parents to bring them for two one hour stay and play visits. These are flexible and if required more stay and play sessions can be booked. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time of the setting and complete an All About Me form. A practitioner will talk to parents about their child's preferences for a settling period and we as a setting endeavour to meet these needs as best we can.

Every child has an individual learning journey; children will have a baseline assessment usually within the first six weeks of attending nursery depending on the sessions they attend at the setting. There may be times when a child will have a Targeted Learning Plan (TLP); this will be reviewed with the child's parents and relevant agencies. Educational health care plans will be implemented at the setting with the help of health care professionals.

Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to encourage parents to take learning journeys home and comment in them. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times.

It is important to us to build relationships with parents to achieve happiness, healthiness and support within the nursery. There may be times when we need to work closely with parents to achieve successful Educational health care plans, CAF and TAF forms and responses. We make use of the local authorities Children First website to access information and e-learning modules regarding CAF training. Parents have the opportunity to have meetings with external professionals alongside nursery practitioners to meet their child's needs. Parents will be expected to contribute to their children's learning and liaise with the nursery on children's progress.

Poulton St. Chad's Nursery arrange two parents evenings a year, these are held out of hours for an opportunity to meet with parents/families. Practitioners provide a tracking form every term in the child's learning journey to summarise children's progress in an easy to follow form.

Parent workshops will be set up in the near future to allow parents to learn and understand the EYFS and enhancing the areas of provision at nursery.

Transitions

What the setting provides

Before children start attending our settling we encourage parents to bring them for two one hour stay and play visits. These are flexible and if required more stay and play sessions can be booked. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time of the setting and complete an All About Me form. This form enables us to meet the child's individual needs and comforts. We have a settling-in policy which is shared with parents when they register their child with us. A practitioner will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move or leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed at the setting or emailed. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible. For wave 3 children we will set up a multi-agency transition plan and meeting in addition to the above.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child.

Staff Training

What the setting provides

5 of Poulton St. Chad's practitioners are qualified to level 3, 1 is currently working to her Level 3 and 2 are working to their Level 6.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development through a range of courses.

Within our setting we have staff who have completed the following training courses:

Early Language Development Programmes

- **Supporting Speech, Language and Communication Development for children ages three to five**
- **Early Language Development Programme training: Babies' and toddlers' speech, language and communication development**
- **Working with parents and families to support young children's speech, language and communication development**
- **Working with under 3s**
-

Solihull Approach Foundation Course

Reflective Practice in the Early Years

Epi Pen Training

As at the 3rd March we have five practitioners involved in the Hanen training

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

Further Information

What the setting provides

As a setting we are required to have a policy and procedure for dealing with complaints. This is available to parents within the nursery by looking at the policy file or can be emailed. Parents can telephone or email the nursery if they have any concerns or write in their child's communication book. Complaints are dealt with professionally and confidentially.