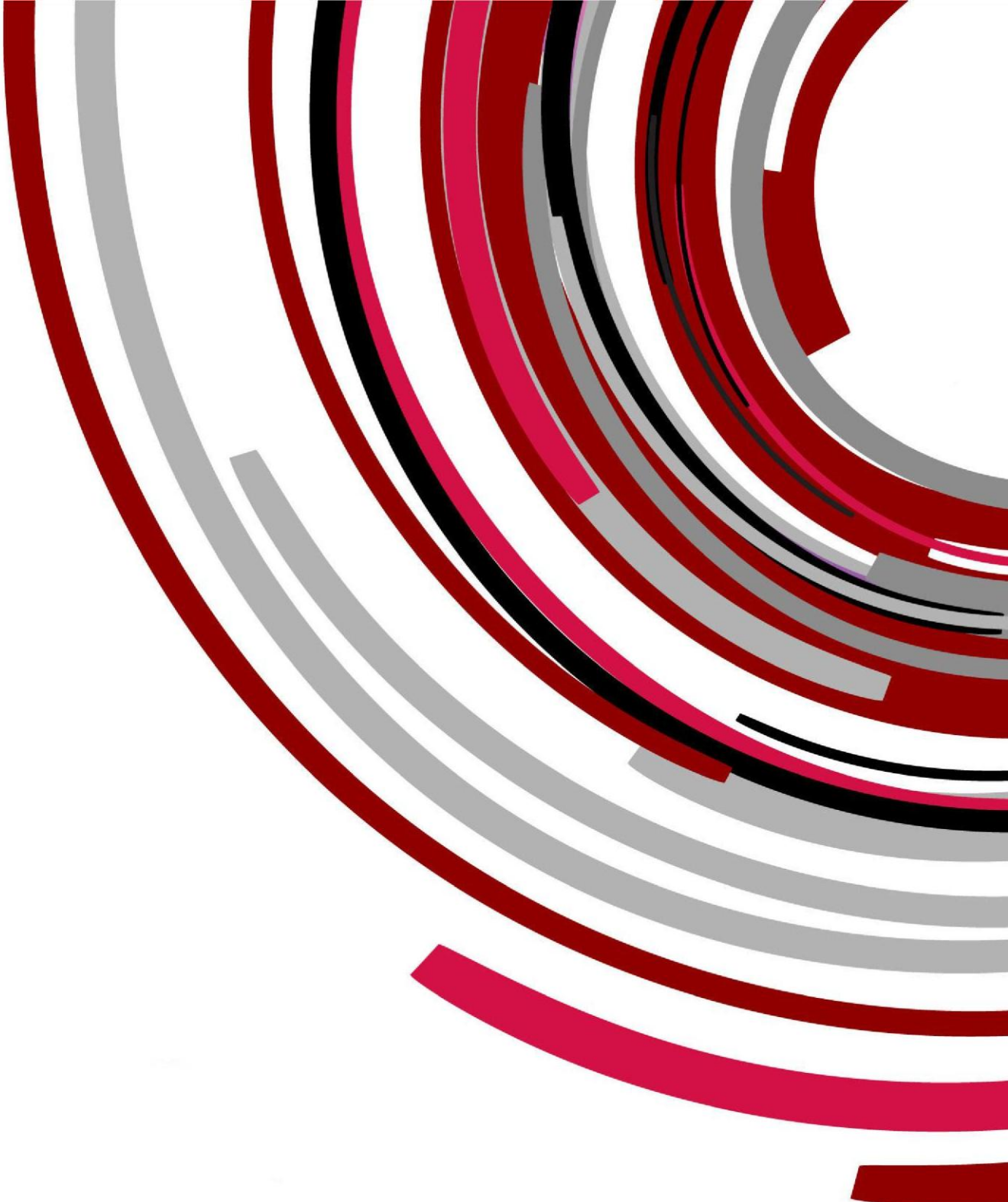




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Achievers Day Nursery

The setting

□ What type of setting is it?

What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc? How many children are you registered to take in which age groups? How are the age groups organised?

Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

- The setting is a full day care setting. Places are available for children from the ages of 0 to 11 years, we are open Monday to Friday 7.30am to 6pm 51 weeks of the year, and paid sessions are flexible to help parents working shifts, funding sessions are set to be able to accommodate the 30 hours funding. The setting is registered to take 89 children of any age so long as the square footage of space is maintained.
- The rooms are divided up between the age groups of 0-1.5years, 1.5-2.5 years and 2.5-3 years non-school leaver and 3+ school leavers, we offer school holiday care. Each room has either a Lead Practitioner or a Senior Practitioner.
- The nursery is overall supported and led by an Executive Lead.
- The setting also has designated officers to cover special responsibilities in the setting these are Meeting Equality and Diversity (Emma Burnside), Safeguarding (Emma Burnside and Mel Scull), Designated First aid (Linda Kelly), Special Educational Needs Coordinator (SENCO) Kirsty Varey and Emma Burnside), Behaviour Advisor (Emma Burnside and Kirsty Varey), Health and safety (Linda Kelly), Fire Warden (Linda Kelly) , Parent Involvement Coordinator (PICO) (Kirsty Varey, Eleanor McGuire), Looked after Children (Emma Burnside and Mel Scull).
- The setting also has an Executive Lead who holds a relevant EYPS Qualification (Early Years' Professional Status), who has overall responsibility for the setting, as well two Lead Practitioners who support in the day to day running of the setting, and two Senior Practitioners.

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

- The building is a purpose-built building which has wheelchair access throughout, including ramps to the outside play areas. It also has wide car parking spaces. Inside there is a disabled toilet which is for both children and adults. The building is only accessible by a doorbell.
- To help with storage the setting offers pram store.
- As you access the setting there is a parent's notice board in the corridor as you enter the main rooms, these include information about the setting as well as some policies. The notice board also includes information from local sure start centres and information that might be relevant to our children and families.
- The rooms are all illuminated by strip lighting which are sometimes off and fairy lights light up the room, we are a calming environment, which offers low ceilings throughout which will support a child with hearing impairments through its acoustics, as well as offering small fairy lights as opposed to the large strip lights, in line with our current Curiosity Approach that we are following.
- The rooms are designed for easy access, with the resources being able to be moved around easily. A child with SEND can access and take part in activities either at a table or on the floor, which ever they would like. Resource boxes are identified by having a picture of what is inside it on the front as well as the words this can also be enhanced by using larger pictures and words as well as Braille if a child needs it.
- The outdoor environment is made up into 3 sections. The outdoor area which leads off from the 1.5-2.5 years room is mainly grass, bark and a small section of flags with a large climbing frame built in. The larger of the outdoor area leads from the pre-school area, in this area we have raised planters in which the children plant and grow their own vegetables as well as a large concrete area for them to play on with bikes and toys as well as 2 grass areas, the third being a small sensory garden that leads from the office.

Pre-school has a classroom which is very light and airy with bi-folding doors, making indoor/outdoor more accessible, as well as filling the room with natural light. The room is also accessible for a SEND child as well as being wheelchair friendly.

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2–3-year check) How can a parent raise any concerns they may have?
How do you access additional advice and support? (Refer to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
 - How are decisions made about how to support a child?
How do you determine and plan for additional support from within the setting? Describe the decision-making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?
- The staff complete observations on all their key children and if they had concerns about a child, they would monitor the child closely as well as sharing their concerns with the SENCO and complete TLP's for the individual. If a parent has some concerns about their child, then they could speak to their key person, to express these. As all the key persons have a good bond with their key children this should be an easy process for the parents. Once completed, the child's progress is then highlighted on the developmental tracker. If there were concerns around progress, this would need further investigation.
 - If a parent has any concerns about their child, then they can either speak to the child's key person or any other member of staff.
 - If a child has any additional needs, we will speak to our specialist teacher. The staff also follow the guidance in the nursery SEND policy and the SEND Code of Practice.
 - If we find that we do need to include the specialist teacher then we would speak to the parent's first and show them all the targeted learning plans and EYFS profile that we have on the child and explain our concerns and ask them for permission to involve the specialist teacher, if permission is given then we would have all the relevant paper work signed and links with the specialist teacher would be made, once we have had them in we would then wait for their report and advice on what to do next,.
 - The parent is involved in every step of this.
 - All observations are recorded in the child's individual files, and we record how we have extended the child's learning.
 - At staff meetings and supervisions, we allocate time for the staff to discuss any concerns/issues over any children that we have in the setting, so that the other staff members can offer advice and support. We use these to discuss individual children if we need to.

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How are children's progress and development monitored? (Baseline assessments? termly reviews? parent & key person conferences? 2–3-year development check)
What is the role of 2–3-year key person for all children.
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?
What resources or activities do you use that allow children to express their views?
What do you ask children for their views about?
How are children involved in the planning of their own learning and in reviewing their progress?

Teaching and planning are mainly developed through individual observations known as 'interests' and 'wow moments' done by the child's key carer, with staff using their knowledge of the child and what they like/ enjoy doing we can extend a child's learning by providing linked opportunities for further learning. We aim to make sure that they are striving to reach their own personal development at their own rate.

All the staff use the birth to five profile which covers all the areas that a child should be developing at, which are personal, social and emotional, Communication and language, physical, mathematics, literacy, understanding the world, expressive arts and design. All the children are treated as a unique child, an individual. If a child had SEND, then the birth to five would still be used but adapted to their own needs.

The rooms are divided into the 10 areas of provision which are small world, construction, messy, sand, water, mark making, malleable, role play, ICT and quiet area we also have a maths area extra. The staff all has an area in which they oversee, and they enhance it, to make it inviting for the children.

Each area is audited throughout the year so that new equipment can be purchased. We monitor the children through the birth to five profile and highlighted when achieved. When a child starts at the setting their key person will do a baseline assessment on them within the first 4-6 weeks, giving them chance to settle and be comfortable with the staff. We have parent information weeks at the end of each term in which the parents can make appointments to come and speak to their child's key person and have a look at their development, termly reports are completed, if parents cannot make it in these weeks, then they can make an appointment to see them when it is convenient for them.

Each child has a key person who will bond with them and their families and be the first point of contact for the parent if they have any worries or concerns, they will monitor the child's development and record any concerns.

If a child attends our setting with SEND then all the staff not just the key person would support them, with the day to day routine, they would make sure that if they need more visual aids that this is provided for them and that they are given plenty of warning for any changes that are going to happen throughout the daily routine, so that they do not get upset or confused.

If a key person had a child with SEND, then they would liaise with the setting's SENCO who would offer them help and support. The SENCO would work alongside outside agencies who also work alongside the child with SENCO and cascade information back to the key person.

Parents will be given a copy of any targeting learning plans that the child has. This will be explained to them by the child's key person as that is the person they are most likely to have a strong relationship with, but the SENCO will also offer any advice and support if they need/require it.

The child's individual learning is planned using children's interests and the EYFS child profile. These are planned by the key person, and the SENCO will work alongside the key person and outer agencies to do the targeted learning plans.

We have notice boards in the Nursery for parents to access, and on these we place any information that we have been given by the community area advertising any up-and-coming events, we also use email and the parent app to communicate to the parents.

The children can express their views to all the staff throughout the day; this can be what they would like to play with or if they want to play outside.

Our Special Educational Needs policy provides the context for supporting children through these next steps. Our SEND policy is available in the setting.

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

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required, how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health, therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

- Each age group is provided with resources that are developmentally appropriate.
- Some of the resources will overlap with the ages as each child develops at different rates. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.
- As a setting we do equality audit which will help us identify what resources are required then we can order what is required, for the individual child's needs.
- 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 their line manager, for some children it may be the case that specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using management hours if this is appropriate.
- In our setting we like to plan trips and outings, all the 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 children attending our setting.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

- When a child attends our setting, they are regularly spoken to by their key person on how and what they have been doing throughout the day, parents are able to communicate through parent app.
- the key person will communicate to parents what their child has done throughout the day as well as eaten. This is a two-way communication link where the parents can access it at home and write in what they have been like at home.
- We hold parent information weeks termly where parents are welcome to come in and speak to their child's key carer.
- We record all the children's development onto the birth to five child profile.
- A parent will know what progress their child should be making by speaking to the staff as well as out agencies such as health visitors
- All parents are invited to take part in the planning off their child's development, as the setting strive to make parents as much involved in their child's development as possible.
- Parents are invited in during the day to take part in activities with their children on a regular basis at stay and play events planned by the staff.

Transitions

- ☐ How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

- Before a child starts the setting, the parents are encouraged to bring them along to visits to the appropriate room; they can have a visit up to 2 hours.
- When a child is nearing the age of moving up to the next room, the key person will ensure an internal transition document has been completed and communicated to the next room as well as their parents, this will state all the times that the child will be visiting the next room and if the parent needs to drop or pick them up in the appropriate room. The key person then will liaise with the child's new key person to pass on all relevant information.
- When a child moves to school then the setting will complete an external transition document on the child which will be passed onto the school via the parent or through the teachers when they visit them at our nursery.
The setting also invites teachers into the nursery to see the child in familiar environment.

Staff Training

☐ What training have the staff supporting children with SEND, had or are expected to have? What number of staff hold what level of qualification? How many staff are in training to move up to next level? What level are the manager, SENCO, room leaders trained to? Do you have any/how many staff with EYPS? What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas. Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have? Do any staff have any specialist qualifications? Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?
• What the setting provides • Most of the staff are Level 3/4 qualified or are on an apprenticeship completing their Level 3, we have 2 staff training to a Level 2 and would then progress to a 3, and one of the Lead Practitioners is completing her Level 5. • The executive lead holds a EYPS qualification. • We have a regular programme of supervisions for all practitioners. We value opportunities to support their further professional development. • Rosy Apple Childcare provides an online training portal where staff complete mandatory training as well as other training to develop their CPD staff can access training to help support staff and the children in their care. • The setting holds the Step into Quality award and the investors in people award as well as LPPA. We also have the NDNA E-Quality award, Millies's mark and we are currently undertaking the curiosity approach accreditation
☐ All staff have completed training in the following courses: ☐ In the moment planning ☐ Dealing with challenging behaviour ☐ Safeguarding ☐ English as an additional language ☐ As well as all mandatory training

Further Information

- Who can be contacted for further information?
 - Who should a parent contact to discuss something about their child?
 - Who else has a role in the education of each child?
 - Who can parents talk to if they are unhappy?
 - Does the setting have an open door policy?
 - What opportunities exist for discussions at drop off/pick up times? Can appointments be made to see specific staff at specific times?
 - How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

Emma Burnside, Executive Lead, 01772 704664, emma@littleachievers.co.uk

Parents can either contact the nursery lead directly or call the nursery should they wish to speak to the child's key person.

If Parents are unhappy, they should contact Emma Burnside or Mel Scull/Linda Kelly on the above number and email address.

If you would like to book in for a show around please contact the nursery and we would arrange this for after 4pm, Photo ID would be required on arrival.

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery.