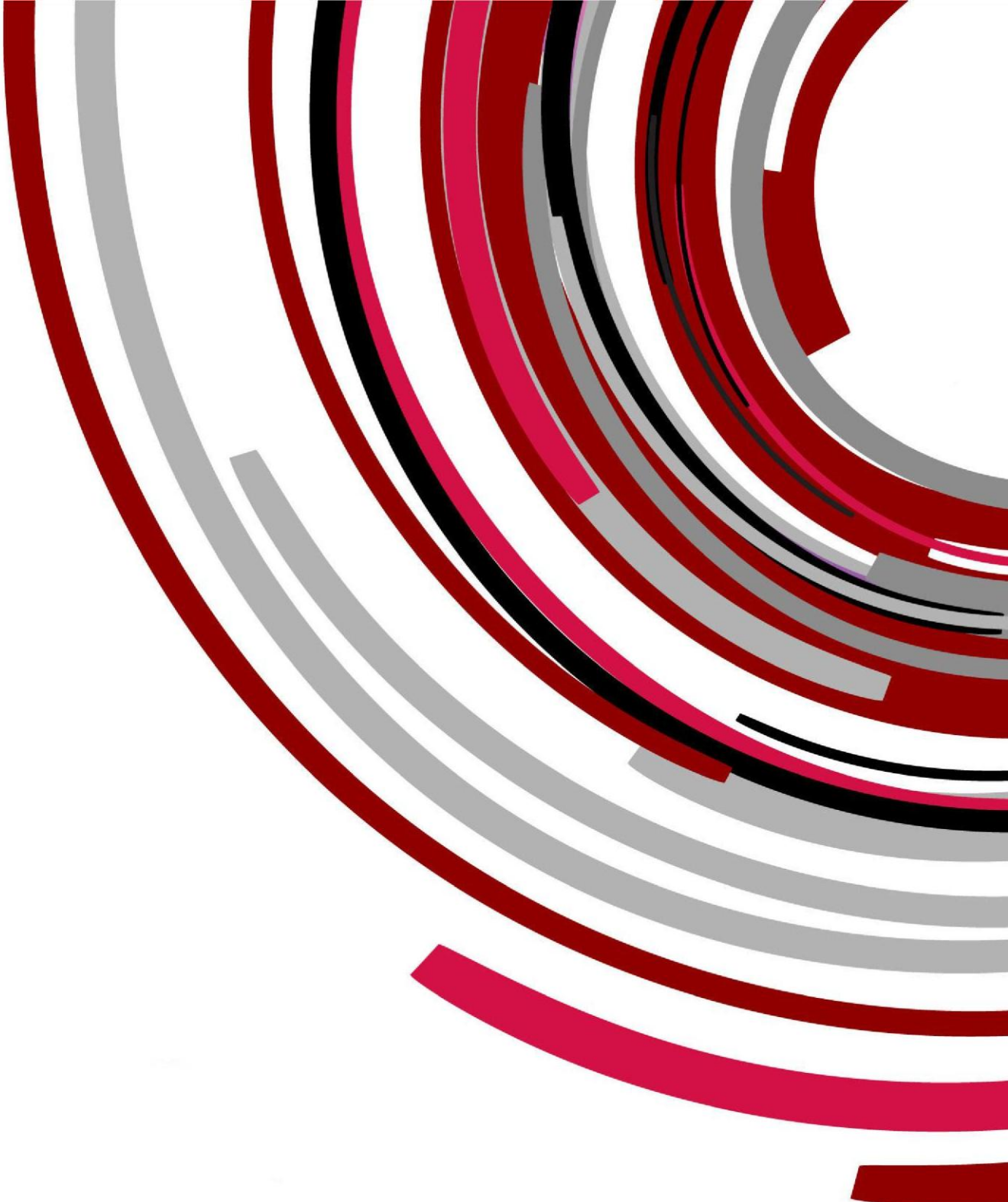




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Achievers Forest School 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.)

Our nursery is set within 120 acres of beautiful open countryside in the heart of the Ribble Valley, Ramsgreave, Blackburn. We are registered to care for up to 75 children, ranging from birth to 11 years old.

We have a dedicated 0–2 years area within our *Birth to Three Unit*, and a spacious Pre-School Room upstairs for children aged 3–4 years. During the school holidays, we also provide care for older children.

We are an inclusive setting and proudly welcome children with learning and medical needs. Our staff are both willing and able to complete any relevant training required to ensure all children receive the best possible care.

Our Special Educational Needs Coordinator (SENCO), Charlotte Redding, holds a Level 3 qualification and oversees the Birth to Three Unit.

The nursery is managed by Executive Lead, Emma Burnside, who oversees all aspects of the setting. In Emma's absence, our Lead Professional takes responsibility for leading the Birth to Three team and the wider nursery.

Our dedicated team members hold various responsibilities to ensure the smooth and safe running of the setting, including:

- Diversity and Equality
- Parental Engagement
- Health and Safety

We also have designated roles within the team:

- First Aider: Charlotte Redding
- Health and Safety Officer: Leah Turner
- SENCO and Behaviour Coordinators: Charlotte Redding and Samantha Robinson

Together, we strive to provide a safe, nurturing, and engaging environment where every child can learn, grow, and thrive.

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?

Our nursery is set across two levels within beautiful countryside surroundings. While not all areas are currently fully wheelchair accessible, we are committed to making reasonable adjustments to ensure every child and family can access our provision. We provide accessible bathroom and toilet facilities, including an outdoor disabled toilet, and we are happy to explore the installation of an indoor facility if required. Accessible parking spaces are available near the main entrance, and we regularly review our environment—adjusting layout, lighting, and noise levels—to support children with sensory or physical needs.

We strive to make all information accessible to parents, carers, and staff. Policies, procedures, and displays are clear, easy to read, and available in alternative formats or larger print upon request. For families whose first language is not English, we use translation tools, visual aids, and support from bilingual staff or external services. We also provide key information verbally or pictorially to ensure parents with additional needs can fully engage with the setting.

Our rooms are organised to promote independence and inclusivity, with furniture and resources arranged to allow clear movement and access for all children. The environment can be adapted where necessary to meet individual needs, including the use of visual supports such as symbols, pictures, and signs to help children understand routines and access activities. Height-adjustable furniture and flexible learning spaces are used to ensure all children, including those with SEND, can participate fully.

Overall, we are dedicated to creating an inclusive, accessible environment where every child and family feels welcome, supported, and able to thrive.

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? (Make reference 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?

When a child joins our setting, we complete a baseline check to gain a clear picture of their starting points across all areas of development. This initial assessment, alongside conversations with parents and carers, helps us identify any early areas where additional support may be beneficial and ensures we plan effectively from the very beginning.

If a child is identified as possibly needing extra help, their key person works closely with them to gather observations and evidence showing where support is needed. We use learning journeys, "wow moments", and ATTS tracking to monitor each child's development carefully. The ATTS tracking system enables us to record, review, and compare progress over time, ensuring that any gaps in learning or development are quickly identified. This information helps us plan next steps, adapt activities, and provide targeted support that meets each child's individual needs.

All tracking information and observations are regularly shared with parents, giving them a clear understanding of their child's progress and the strategies in place to support their development. This ongoing communication ensures parents remain fully involved and can contribute their own insights from home.

With parental consent, our SENCO (Charlotte Redding or Samantha Robinson) may contact the Inclusion Teacher or other external professionals for further guidance and specialist advice. Together, we develop a personalised plan to meet the child's needs within the setting.

Any concerns raised by staff are discussed during team meetings, where we work collaboratively to create or update an individual action plan. Each plan outlines specific goals, support strategies, and review dates. Our SEN/Inclusion Policy underpins this process, following the graduated approach of Assess – Plan – Do – Review.

We also complete 2-year-old progress checks to monitor and record children's developmental milestones, working closely with parents to celebrate achievements and identify any emerging needs early on. This ensures every child receives the right level of support at the right time, helping them to thrive and reach their full potential.

Teaching and Learning Part 1 – Practitioners and Practice

- 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 is children's progress and development monitored? (Baseline assessments? termly reviews? parent & key person conferences?, 2-3 year development check) What is the role of the 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?

Our nursery follows the Early Years Foundation Stage (EYFS) framework with the Birth to 5 document, which sets out the standards for learning, development, and care for all children from birth to five. Within the EYFS, there is a strong emphasis on inclusion and early identification of special educational needs (SEN) to ensure every child receives the right level of support to reach their full potential.

Our environment is organised into well-planned areas of provision that promote independence, curiosity, and exploration. Each area is regularly enhanced with new and engaging activities based on children's interests, developmental stages, and next steps in learning.

Children's progress and development are monitored continuously through baseline assessments, ATTS tracking, termly reviews, 2-year progress checks, and ongoing parent and key person meetings. The key person plays a vital role in observing, planning, and supporting each child's development, building secure relationships, and working closely with parents to share progress.

We use differentiation throughout our provision to ensure all children can access learning at their own level. Activities are adapted to suit different learning styles, abilities, and needs. For children with SEND, additional strategies, resources, or targeted support are provided in line with their individual plans.

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

In our setting, we use a range of resources such as sensory toys, visual aids, and specialist equipment to support children with special educational needs and disabilities (SEND). The SENCO works with staff and parents to identify what each child needs and checks what resources are available. If extra resources are required, we apply for funding or purchase them. Funding for SEND comes from the main budget and any additional inclusion funding provided by the local authority. When extra support is needed, we may provide one-to-one or small group help, organised by the SENDCO. We also work closely with other professionals such as speech and language therapists, occupational therapists, and educational psychologists, making sure staff are available to meet and work with them. Our SENDCO and team are trained to support a range of needs, and we use their advice to plan suitable activities. All children are included in trips and outdoor activities; we carry out risk assessments, make necessary adjustments, and provide extra staff where needed. Parents are always involved in planning and are encouraged to share how we can best support their child to take part fully.

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

Parents are kept informed about their child's progress through iConnect/ParentZone, where staff regularly share updates, photos, and observations. We also use social media such as Instagram to share what is happening in the nursery and to keep communication open. Parents can contact us at any time by phone, email, or in person, and we encourage regular chats at drop-off and pick-up times. We also hold meetings or reviews to discuss progress and next steps, especially for children with additional needs. Staff track each child's development through observations and assessments, which helps us understand how well they are doing and what progress they should be making. Parents are involved in planning their child's learning by sharing information about their child's interests, needs, and any changes at home. We value working in partnership with parents and encourage them to take part in nursery life through events, activities, and ongoing communication to ensure the best support for their child.

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

In our nursery, we prepare and support each child carefully when they join the setting, move rooms, or transfer to a new setting or school. Before starting, we encourage visits so children can get to know the environment, staff, and routines, helping them feel comfortable and secure. As we are a close-knit nursery, children are usually familiar with staff from all rooms, which makes transitions easier. When moving to a new room, we arrange visits to the next room so children can meet their new key carer and explore the space. If a child finds change difficult, a member of staff from their base room will go with them to help them settle before gradually stepping back. Parents are informed about the move through slips that include details of their child's new key carer, and transition forms are completed and kept in the child's file. When children move on to school or another setting, we share relevant information about their progress, needs, and any support in place to help the new setting prepare. If a child has additional needs, we may use an access or action plan to make sure their new environment is ready and that the transition is smooth and supportive for their well-being.

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

Our staff team includes a wide range of qualifications, from apprentices up to PGCE with QTS. We currently have two Level 2 apprentices and one Level 3 apprentice working towards their next qualification level. The Manager holds Early Years Professional Status. Our SENDCO, Charlotte Redding, is qualified at Level 3 in Early Years and as a Level 3 SENDCO. Samantha Robinson and Leah Turner, our Room Leaders, both hold a Level 3 qualification in Early Years Education. All staff have experience supporting children with SEND and regularly complete both in-house and external training to develop their knowledge and understanding. Staff access our online training platform, Flick, to complete mandatory and CPD courses, including SEND and disability awareness training. We also work closely with external professionals, such as speech and language therapists and educational psychologists, to build staff confidence and skills in supporting specific needs. The nursery has a dedicated training budget to support ongoing professional development, and staff are encouraged to identify additional training that will enhance their roles. Within our wider nursery network, we also have access to experienced staff who can offer additional support or guidance when required. E.G- Other managers and our Head Office team.

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)

For further information, parents can contact Charlotte Redding or Emma Burnside. If parents wish to discuss something about their child, they should ideally speak with their room leader or key worker, although any member of the management team will also be happy to help. The education and development of each child is supported by a strong partnership between parents, staff in the setting.

If a parent has any concerns or is unhappy, they can refer to our Complaints Policy, which is displayed on the information board in the office. Alternatively, complaints can be sent directly via email to the nursery at lafsn@littleachievers.co.uk or to Head Office at wendy@rosyapplechildcare.com.

For safety reasons, we do not operate an open-door policy. All visits must be pre-booked, with photo ID and visitor names provided in advance. We aim to arrange these visits during quieter times of the day to minimise disruption.

There are regular opportunities for informal discussions at drop-off and pick-up times, and staff will always make every effort to speak with parents when possible. If this cannot be done due to staff ratios or other commitments, a meeting can be arranged at a convenient time. Parents can contact staff by **phone, email, or by leaving a message with the office**, and calls can be made directly to the setting to request to speak with a specific member of staff.

If you feel you have further questions that you would like to discuss, please feel free to contact Charlotte or Sami on 01254 924386 or email at lafsn@littleachievers.com