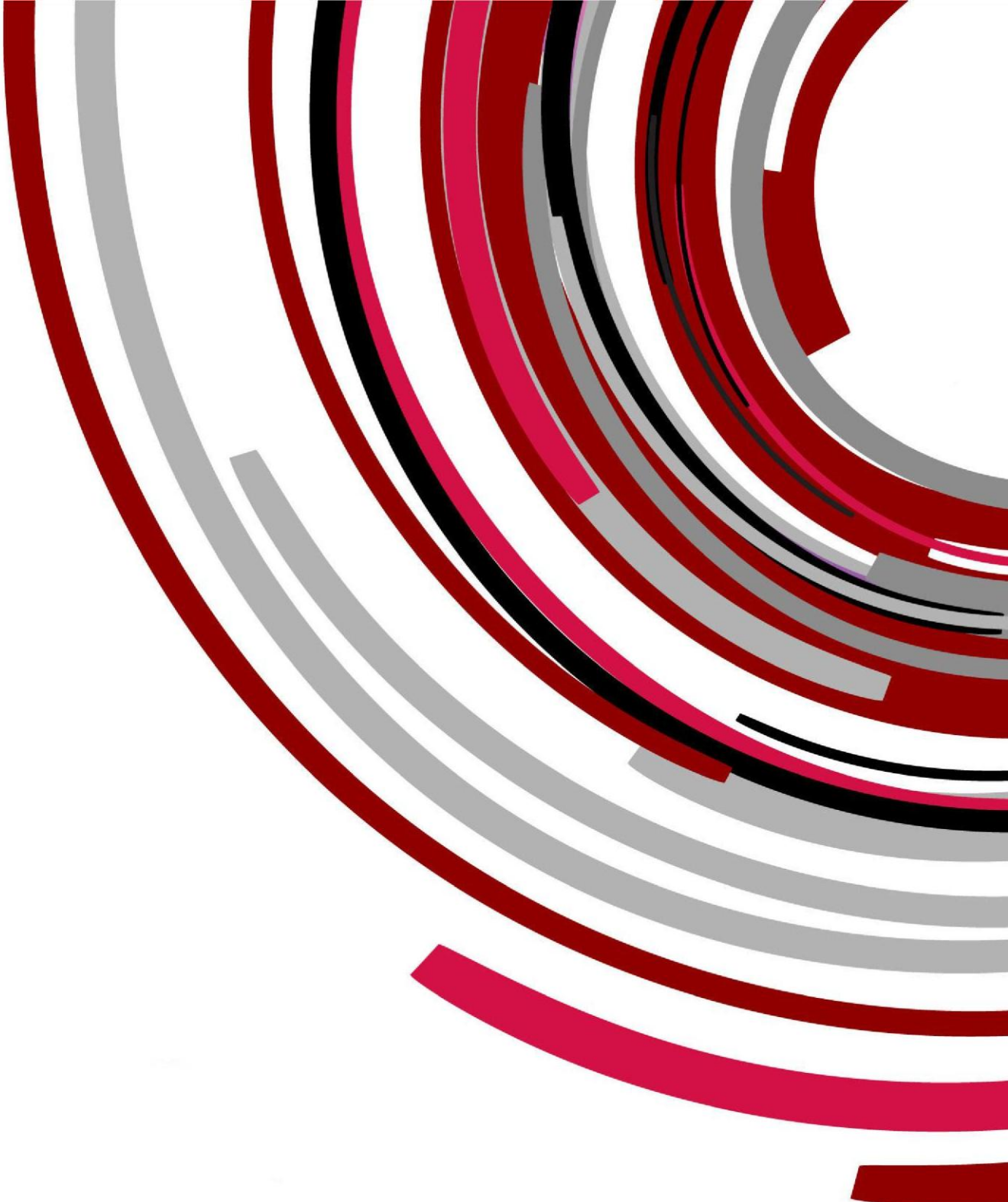




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Achieves Urban Forest School

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.)

Little Achievers Urban Forest School is a 74 placed setting. We are a day nursery positioned in the middle of a housing estate. Our rooms are over two floors with babies and toddlers being on the bottom floor and pre-school being based on the top floor. We also have a forest school in which the children have access to with a qualified Forest School leader. In our baby room (0-2 years) we can take up to 12 children, in our toddler room (2-3 years) we can take up to 38 children and in our pre-school room (3-4 years) we can take up to 24 children.

Our Executive Lead is Wendy Reith, Georgina Norbury is our Lead Practitioner based in our pre-school room. Georgina Norbury and Samantha Rochford are our SENCO and behaviour officers for the setting. Georgina is based in pre-school room and Samantha is based downstairs over seeing our under 3's. We have a Parent Co-ordinator officer (PICO) based in all rooms and Sarah Finley is our Equality officer (ENCO).

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 setting is a fully inclusive setting, if a parent or child are in a wheelchair then there is a ramp via the outside area leading up to the main room. We also have an accessible toilet that is situated downstairs in the baby room. As a setting we aim to meet all the Equality and Diversity for all making sure that the entitlement of all the children is a relevant, broad and balanced curriculum as a pre-requisite to social inclusion. To develop sensitivity to individual needs in a climate of warmth and support in which self confidence and self-esteem can grow. The setting also provides flexible and appropriate provisions to meet a continuum of need.

We have staff that have English as an additional language who can communicate to parents if needed. We also have an online app (Parentzone), Instagram and Facebook pages where we make all information accessible to all parents- this can also be shared in different languages if needed.

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?

The setting has two designated Special Educational Needs Coordinators (SENCO) who work alongside the child's key worker and will identify any additional help that the child might require. Once this is identified the SENCO will have a meeting with the child's parents to go through the findings and an action plan will be put in place this will include involving any outer agencies that will help with the child's needs. This is usually done by filling in a CAF form as well as a request for guidance form; this can only be done with the parents' permission.

Parents can request a meeting with the child's Keyworker and SENCO if they have any concerns that their child may have Special Educational Needs. We complete 2-year checks, follow the birth to 5 matters and complete Wellcom assessments on all children. If any potential SEND needs are flagged up, we follow our SEND policy, we initially start with Targeted Learning Plans then refer to the correct outside agencies. Parents and the child's Keyworker are involved alongside the SENCO and any other outside agencies through the whole process.

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?

As a setting we follow the Reggio Emilia approach as well as working towards our Curiosity Approach accreditation. Following this, all activities set up for the children are child led. We monitor a child's progress and development through a baseline assessment this is done once the child has been at the setting for 6 weeks this is completed by the child's Keyworker. We complete termly reviews as well as termly parent information weeks these are completed by the child's Keyworker. The key person works very closely with the SENCO if their key child has any SEND needs the key person completes the TLP with the child. They also update the SENCO of any changes/updates for any meetings.

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

At our setting we have a sensory room based in our pre-school room which was introduced as we felt children with Special Educational Needs would benefit from a sensory room as a calm area to help regulate their emotions if needed. If any other additional resources are needed to support a child with Special Educational Needs these are sourced using any funding available for the child e.g. inclusion funds or DAF funding.

When any outside agencies are coming to meet with Keyworker/SENCO we always make sure this is on a quieter day so we can free up the staff members to have a discussion with these professionals without being disturbed.

If we go on any trips or walks outside of the setting, we always have a high staff to child ratio, if we have children attending these activities with Special Educational Needs, we make sure the child has 1-1 support if needed. We would also have a discussion with parents about how they felt about their child attending these outdoor activities beforehand.

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

We have an online app at our setting called Iconnect this is where we communicate with parents, we send all development updates through this app. Parents can also communicate back to the setting if they have any concerns etc. We also write termly reports with an update on the Child's development as well as termly parent meetings. In addition to this parents are more than welcome to ask for a meeting at any time with Keyworker or SENCO.

As a setting we update children's birth to 5 every term with own judgement or from any observations that have been completed through the term. Through this we are able to pick up on any gaps in their learning. If we pick up any gaps in their learning we then follow our SEN policy and start the correct next steps e.g request for involvement, TLP's ect.

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

When a child starts at our setting we follow our admissions policy, we initially start off with 2 settling in sessions one with parents for 1 hour and then a 2 hour visit on their own. If we feel the child needs more settling in sessions then we discuss this with parents and book some more sessions in. We try to do a settling session over a meal time to see how the child is with eating. If a child moves to a new setting or moves on to school we invite the new setting in for a transition meeting where we discuss what our setting as put in place, what referrals we have already sent, if we have started an EHCP and the new setting can then meet the child.

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

All staff have training to work with children with Special Educational Needs this is completed via our online training platform Flick. We currently have 7 members of staff 5 of these are level 3, 1 member of staff is level 2 and one apprentice working towards her level 2. The manager and deputy manager are both level 3. We have staff within the company who hold a level 3 qualification in working with children with Special Educational Needs.

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)

If any outside agencies or parents need any further information please contact Georgina Norbury or Samantha Rochford on 01772 201 004 or laufs@littleachievers.co.uk.