



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: Little Stars Nursery at the  
Oaks

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. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

INSERT LINK HERE

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

<b>Setting Name and Address</b>	<b>Little Stars Nursery at the Oaks, St Peters church, Richmond Street Accrington BB5 0SJ</b>		<b>Telephone Number</b>	<b>01254 879387</b>
			<b>Website Address</b>	<b>www.surestarthyndburn</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details: As a setting we have supported children with a range of special educational needs e.g. Speech and language delays, autism, Global delay development.</b>	
		√		
<b>What age range of pupils does</b>	<b>2-5yrs</b>			

the setting cater for?	
Name and contact details of your setting Senco	<b>Kelly Briggs</b> <a href="mailto:Kelly.briggs@surestarthyndburn.co.uk">Kelly.briggs@surestarthyndburn.co.uk</a> <b>01254 879387</b>

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the Senco, manager/supervisor or owner of the setting).

Name of Person/Job Title	<b>Kelly Briggs – Nursery Manager</b>		
Contact telephone number	<b>01254 879387</b>	Email	<b>Kelly.briggs@surestarthyndburn.co.uk</b>

## Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

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	<b><a href="http://www.littlestarsnurseryies.org/">http://www.littlestarsnurseryies.org/</a></b>		
Name		Date	

Please return the completed form by email to:

**IDSS.SENDReforms@lancashire.gov.uk**

## The Setting

### What the setting provides

Little Stars Nursery at the Oaks was registered in 2014 on the Early years register. It is operated by Sure Start Hyndburn an organisation with charitable status, from inside St Peters Church in the Scaitcliffe area.

It serves the children of the local area and wider areas and solely accommodates children eligible for funded nursery places. The nursery is registered for 40 places and is open 5 days a week, sessional from 9-12am and 1- 4pm term time only. Children attend all 5 morning or afternoon sessions each week.

Children are cared for in one main playroom with two smaller adjoining rooms and have access to an enclosed outdoor play areas.

The nursery receives funding for the provision of free early education for two, three and four year old children. Currently there are 27 two year olds and 30 three year olds on role.

The nursery employs seven members of childcare staff, including an area manager and a day-to-day nursery manager. Four staff hold appropriate early years qualifications at level 3, 1 staff at level 2. The nursery manager has additional responsibilities which include; Supporting behaviour, SENDCO and nominated safeguarding officer. There is also a named person with responsibility for parental involvement (PICO) parental inclusion Coordinator and (ENCO) Equality Needs Coordinator and Behaviour Management officer. Their role is to support children and their families, as well as practitioners in order to ensure effective practice.

The Nursery staff are supported by a student 5 days a week, alternate weeks she is a student at Blackburn College completing her childcare & education qualification level 3.

The nursery supports children with learning difficulties and disabilities, and also a number of children who speak English as an additional language. The environment is fully inclusive which reflects the cultural, social and educational diversity of the families in the area and the individual needs and interests of the children attending are well catered for. Two members of staff are bilingual, we have strong links with our wider team within the children's centres that can support with individual family needs.

Policies and procedures are fully in place for promoting safeguarding, equal opportunities and an inclusive environment.

## Accessibility and Inclusion

## **What the setting provides**

The nursery is fully wheelchair accessible; it is in a church on one level and with wider doors to enable access to all areas of the building. The nursery is accessed through the main reception area; these doors can only be accessed through individual key fobs. The centre has a disabled toilet which is accessible for all service users; within nursery.

Other visual aids that are used include Who's here today board – visual self-registration, coat hooks, children's photographs to develop independence skills, visual timetable – photographs to show children the routine/next activity, all boxes/trays of toys are clearly labelled and photographs of activities/areas of provision to support children's play. The staff regularly update and improve the environment.

The nursery continually reviews and improves practice to ensure inclusivity and accessibility, especially when new children with individual needs start attending, or some new guidance becomes available. We have good links with a number of agencies that can advise us about adapting our environment whenever necessary to meet children's individual needs such as Specialist Nursery Nurses from Holly House, Occupational Therapists, Physiotherapist, Inclusion teachers and Lancashire's Early Years team.

There is a parent notice board within the reception area and entrance area to the nursery, information is also displayed inside the nursery. These display information about the activities and events in the setting and surrounding areas, they also signpost to different services and agencies to help support family needs. Parents are given the nursery policies procedures on their child's second settling in visit, bi-lingual staff are available to explain these and support with translating any relevant information. Information can be made available in different languages and large print if required.

### **Nursery environment**

All furniture within the rooms is free standing and can be moved to make the environment more accessible for any specialist equipment. All the tables are height adjustable with chairs in a range of sizes. These chairs are size marked to help determine the correct table/chair choice and the design supports good posture.

Toys are stored in child height units with photographs and labels on them to identify what is in them. The toys and resources in each room are all suitable and age appropriate for children. Sand and water trays are also offered at low level.

Inside the nursery we have a small kitchen area where fruit/snack is partly prepared. The nursery also has its own bathroom and nappy changing area with low level toilets and hand washing facilities to promote independence.

The outdoor area has a natural fence surrounding it, the outdoor areas consist of soft flooring, grass, soil and rubber mulch. It is suitable for children who use walking frames or wheel chairs.

Incorporated in the outdoor area, we have a Construction/Workshop area, Mud Kitchen, Potting shed/Gardening area and a Music area. Resources are taken outside on a daily basis which are chosen and adapted to meet the needs of the children. All furniture can be moved to make the environment more accessible for any specialist equipment.

## **Identification and Early Intervention**



## What the setting provides

On a child's initial visit to the setting we ask specific questions where parents/carers can share important information about their child's likes and dislikes, any medical issues, information about their family and general background information about the child. If any parents/carers have any concerns about their child we ask that they discuss these with the key person who could then seek advice from our SENDCO and arrange a meeting for parents/carers to discuss their concerns.

When children have settled into nursery the staff baseline the children using the Early Years Foundation stage (EYFS). This is monitored on an individual tracker, and within their individual learning journeys, these are shared and discussed with parents (see next section). During these discussions, any areas of concern about children's progress/development can be raised by both parents and staff and any necessary action or next steps can be taken. Appointments can be made at any time to discuss any other issues and concerns as they arise.

In addition to children's learning journeys and their developmental trackers we undertake the 2-3year progress check and monitor and track those children's development who receives free 2 year old funding. This will identify children's strengths as well as concerns where staff can report back to parents if needed and discuss some possible targets or next steps.

For some children the next steps may involve the Key Person targeting specific areas to plan appropriately for children to meet individual needs and to identify any areas of difficulty. This enhancement and targeting links to the wave 2 within our settings 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.

If additional steps are required, a next step for some children could be a targeted learning plan being set by the nursery SENDCo (Special Educational Needs Disability Coordinator) where specific aims are developed for children using appropriate strategies and resources. The targeted learning plan is shared and contributed to by parents/carers any other professionals involved with the child.

If there are further concerns, the Nursery SENDCo and key person would discuss with parents/carers to refer their child to other services such as SEND. We would complete a 'Request For Guidance' form to ask the Local Authority Inclusion Teacher. They would then visit the child in the nursery setting and would provide some additional advice and strategies to nursery practitioners to support the needs of the child in the setting. The Inclusion Teacher would also meet with the parent to discuss the child's development and learning needs. We can refer children for Well Comm screening, speech and language therapy, Portage and a Paediatrician for an initial Assessment.

The setting has strong links with the Local Authority and has had support from:

- SEND
- Speech and Language Therapists
- Portage team
- Holly House Child Development Centre
- Early Years Foundation Consultancy Scheme
- Lancashire County Council (LCC) Early Years team
- Family Support team

We are proactive in seeking support and guidance with partner agencies. Any advice from other professionals and services always requires parental consent and information will always be shared with them.

Provision mapping is also available to read and is used in the nursery setting 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 and support in a specific area (wave two) and those children who require more specialised intervention (wave three).

Our Special Educational needs Policy is available to read and states the procedures we follow.

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides

The setting works within the framework of the EYFS. 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.

Staff provide a planned and stimulating indoor and outdoor environment – linked to the 7 areas of learning - where children can engage in their chosen activity for sustained periods of time, with or without adult support. There is a good balance of adult led and child initiated learning that help children to think critically, play and explore, and staff regularly engage in sustained shared thinking. Our team understand the importance of open ended questioning and scaffolding children’s learning through discussion and interaction. In order to support our bilingual children, they actively seek to promote language development through all activities.

Progress is monitored through daily observations which are recorded in a variety of ways including planned observations, significant comments, photo observations, 2-3 year development checks, progress and transition reports, and parental feedback. These are then used to inform our assessments and planning processes.

At the end of every term, each child’s progress is tracked, recorded and inputted into a database which provides us with a clear visual assessment of the children’s learning therefore, showing any gaps in development or areas for concern, these are then shared with parents and discussed. Parents are freely able to access their child’s learning journey and add any experiences from home; this then helps staff to plan effectively.

We have recently updated our planning and assessment process to share individual targets with parents to support development. Parents evenings are planned for parents to come in and share their child’s progress and achievements. We gather information from parents to help us support their children’s language and represent their culture in the environment.

The staff plan and resource an effective play environment for the children to explore in order to capture their views and interests along with their developmental stages and involve the children in planning their own next steps. The children’s views and ideas contribute to the provision in a number of ways, they are able to self select activities and they guide the planning cycle through their close relationships with their key person.

This is often done through close observations of the children’s play. Children’s interests are reflected within continuous provision and planned activities.



### What the setting provides

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work give them a sense of being valued resulting in their confidence and self-esteem being promoted. A well organised balance of adult-led and child initiated activities means children learn to explore, think and play together.

Each age group are provided with resources that are developmental age appropriate. There are resources that can be made available for some children that are below the developmental age group or children that are developing at different rates. Most of our resources can be used and/or adapted by children with different needs, support will be offered wherever necessary. As the organisation has four other centres, there is opportunity to share resources with each other to best support children's needs, there is a bank of resources such as tactile books, different language books, talking pens, sensory equipment and specialist mark making equipment. We also have specific equipment for individual children.

Additional resources can be ordered to meet particular needs, these are sourced from specialist educational catalogues and purchased through AIS funding. As shown above we use our provision mapping to help staff plan activities and use resources to support children's needs. Working in partnership with other agencies also helps the nursery to continually improve its practice by offering guidance on resources and where to source them, and providing specialist equipment and furniture such as walking frames, suitable chairs etc.

Children with additional needs are included in outings by including more staff to support both the children and the key worker, by inviting parents if they are able to attend and by taking all necessary equipment.

The Children's Centre also provides a free stay and play session throughout the school holidays. This is an activity which is planned for pre-school children with a physical disability, learning difficulties or communication challenges. The session includes a wide range of play and learning activities and a healthy snack to give children opportunities to develop social, oral and fine motor skills.

## Reviews

### What the setting provides

There are many ways parents are notified and included in their child's learning such as daily feedback after each session where staff can discuss the activities of the day, sharing children's learning journeys, sending children's artwork home, termly reports, home diary and parents evenings. Displays of children's work and photographs displayed around the nursery. Stay and play sessions parents are invited to come along and play with their child for an hour.

Also details regarding their child's Targeted Learning Plans (TLP) can be discussed on a daily basis, or as required along with any care issues or concerns and any feedback from home. If there are any significant concerns or changes to the child's needs, a meeting will be arranged with parents to discuss this.

There will also be opportunity to share children's progress with parents to review targeted learning plans every 6-8 weeks. Parents are able to discuss their child's learning and progress, give feedback from their own experience and be involved in setting new targets. There is opportunity to amend targets with key workers if they are met before the 6 -8 weeks review period, similarly, targets can be broken down into more achievable steps if necessary.

Parents have recently been invited to join a parent's advisory board where they have the opportunity to share their views and have a voice about the children centre and universal services. Issues surrounding special educational needs can also be raised and discussed helping parents to feel involved in the setting more widely.

## Transitions

## What the setting provides

The nursery has a supportive settling in programme to help make transitions easier. Even before children start at the setting, staff work together with parents and other agencies to gather information about their individual needs and access any specialist knowledge and equipment that may be required. Families will be invited to visit the nursery to meet the staff and look around the provision, staff and parents can discuss any changes/adaptions that may need to be made to the provision.

Children are offered two settling in sessions before they start nursery, these are usually an hour long, if it is felt that children need more sessions, or longer sessions, this can be arranged.

If a child moves to a new setting, links will be made prior to the child leaving and a transition report will be given. The nursery will work within any transition procedures that other settings may have. For example, if staff want to visit children in our setting to discuss individual needs, this can be arranged. Access action plans may be completed to ensure a smooth transition between settings.

## Staff Training

## What the setting provides

The nursery employs 6 members of childcare staff including the manager. There are 5 members of staff at level 3, 1 at level 2. The Nursery staff are also supported by a bi-lingual student.

The Nursery Manager has 10 years' experience of being a SENCO and has supported a variety of children with complex needs. She keeps up to date with new legislation and attend SEND clusters and Manager Cluster meetings.

Staff also attend regular training to update their knowledge of special educational needs and appropriate frameworks.

One staff member is currently in the process of completing her level 3 in childcare.

We have an Early Years Practitioner that works at all 7 nurseries and supports us.

The nursery also works alongside other agencies to meet individual needs.

The nursery staff access e-training wherever possible, such as Manual Handling, the revised Common Assessment Framework (CAF) training, prevent duty and others.

#### Further Information

#### What the setting provides

The key person builds up good relationships with both the children and families in order to share information about a child's learning and development. A child's key person is available at both drop off and pick up times where parents can engage in conversations about their child, offering opportunities to discuss any concerns.

If a parent still has concerns after speaking to their child's key person the Manager or Deputy Manager is on site at all times.

Parents are able to make appointments at a time convenient to them to arrange a meeting with the Manager and area manager should they need to seek further advice.

Parents/carers are welcome to telephone during the session to check on their child whilst at nursery.

The setting has a procedure for dealing with complaints and this is displayed on the parents notice board located in reception outside of the nursery. Parents are offered a copy of this leaflet during the settling in sessions before their child starts nursery. An open door policy is in effect.

If there are any more questions please contact us at

Little Stars Nursery at the Oaks

St Peters Church

Richmond Street

Accrington

BB5 0SJ

01254 879387

Or

Kelly.briggs@surestarthyndburn.co.uk