



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Stars at The Park Child & Family Centre, Accrington, Lancs.**

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

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

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	The Park Child and family Centre, Norfolk Grove, Church Accrington, BB5 4RY		Telephone Number	01254 387757
			Website Address	
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 e.g. Speech and language delays, hearing loss, autism, downs syndrome, cerebral palsy, speech impairments and visual needs.	
What age range of pupils does the setting cater for?	0- 4 years			

Name and contact details of your setting SENCO	Anna McKenzie (01254 387757) anna.mckenzie@surestarthyndburn.co.uk
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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	Anna McKenzie – Nursery Manager		
Contact telephone number	01254 357988	Email	anna.mckenzie@surestarthyndburn.co.uk

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	http://surestarthyndburn.co.uk/little-stars-nursery-local-offer/		
Name	Anna McKenzie	Date	17 Nov 2017

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Little Stars Nursery at the Park Child and family Centre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Church area of Accrington, and is managed by Adventure Hyndburn, formally known as Sure Start Hyndburn, a registered charity. The Nursery is registered for 68 places and is open Monday to Friday from 8am till 6pm, 51 weeks of the year. The nursery serves the local and wider areas and accommodates both children eligible for funded nursery places for two, three and four year old children, and full day care places. Children attend for a variety of sessions, there are currently 108 children on role.

The nursery operates from 4 playrooms and there are enclosed areas available for outdoor play including a Forest School. The rooms are organised as:

- Tiny Toes 0-2 years
- Mini Movers 2-3 years
- Jumping Jacks 3-4 years (term time only)
- Helping Hands 3-4 years

The nursery employs 17 members of childcare staff. They all hold appropriate Early Years qualifications, 3 hold Level 2 and 2 are working towards their level 3, 10 employees hold level 3, 1 level 4, 1 level 5 who is also studying her BA Honours at university and 1 level 6+ who is also our Early Years practitioner. Within the nursery setting we have 1 apprentice who is working towards her level 3.

The team is also supported by the Nursery Area Manager and the Nursery Manager who is also the designated SENCO (Special Educational Needs Co-ordinator) and supports practitioners with meeting the needs of individual children. There are also ongoing students from Blackburn College and Accrington Academy learning and working with all the age groups in the nursery. We also have identified staff to support the staff such as PICO (Parental Involvement Co-ordinator), ENCO (Equality Co-ordinator) 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 supports children with learning difficulties and disabilities, and also a number of children who speak English as an additional language. They provide a fully inclusive environment 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. We have a member of staff who is bilingual and we have strong links with other staff at other 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 purpose-built single storey building with wider doors to enable access to all areas of the building. There are a number of disabled parking spaces available in the car park that are close to the entrance. 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, the bathroom/changing areas are easily accessible and amendments can be made to support nappy changing procedures such as putting mats on the floor to change, using 2 staff members etc.

The Forest School attached to the nursery has recently had a ramp built into the entrance to make it accessible, so that children with additional needs can also visit and enjoy a Forest School experience. The nursery also has access to the 'Space Centre' which is a unique soft play environment situated within our centre. The facilities create a stimulating atmosphere using an engaging mix of multi-sensory resources/activities which are particularly beneficial for children with individual needs, the benefits include improving self-confidence, attention-span, relaxation, self-control, interaction and reducing challenging behaviour.

We have made a number of improvements to make our auditory and visual environment more inclusive for all children, and for children with particular needs, such as, ordering resources to support children's learning, having low level display boards, displaying the Braille alphabet in rooms to raise awareness to staff and parents, displaying signs around the environment for staff and children to encourage use of British Sign Language (BSL). The Nursery Area Manager has achieved a level 1 in BSL and shares this with the team. Other visual aids that are used include Who's Here board with visual self-registration, coat hooks having children's photographs to develop independence skills, visual timetable with 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 a new child 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 individual needs, such as Occupational Therapists, Physiotherapist, Inclusion teachers of the Deaf and Visually Impaired and Lancashire's Early Years Inclusion and Disability Service.

There are parent notice boards 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 first 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 ergonomic 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. Most of the walls are painted in a pale colour to help resources stand out to support visual impairments; also, the display boards are backed in bright colours to make them more stimulating. The floors are made of coloured vinyl. The rooms are illuminated by wall lights and strip lighting; they also have good natural light through the walls and windows.

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, although, other resources can be borrowed from the different rooms to meet children's developmental needs. Sand and water trays are also offered at low level.

There is a kitchen area in both the Tiny Toes (0-2) and Mini Movers (2-3) for making up milk feeds following our bottle feeding policy, preparing fruit/snacks and storing medication. Both the Jumping Jacks and Helping Hands (3-4) have 2 sinks and worktop area for washing hands, preparing fruit/snack and general cleaning.

Mini Movers have their own bathroom and nappy-changing area with low level toilets and hand washing facilities. The other 3 rooms share a central bathroom area with 2 changing stations and again, low level toilets and hand washing to promote independence.

The outdoor areas all have a wooden fence surrounding them that is above children's height, beyond this on the outer area of the site there is a large metal fence. The areas consist of child friendly soft play with a small barked area surrounding it. The soft play areas are suitable for children who use walking frames or wheel chairs. Resources are taken outside on a daily basis which are chosen and adapted to meet the needs of the children.

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 SENCO and arrange a meeting for parents/carers to discuss their concerns. This information is then documented onto 'Iconnect', our online nursery programme.

When children have settled into nursery the staff assess the children's baseline using the Early Years Foundation Stage (EYFS). This is monitored on an individual tracker, and within their individual learning journeys on 'Iconnect', these are then 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. All observations made on children are accessible to parents through 'Iconnect', and parents can add their own comments and observations from home, this helps us build a more detailed picture of children's development.

In addition to children's learning journeys and their developmental trackers we undertake the 2-3 year 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 SENCO (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 and any other professionals involved with the child.

For speech and language concerns, we have 2 staff members trained in the Wellcomm programme, children can be referred for assessment and some intervention strategies can be put in place meaning a speech and language referral may not be required.

If there are further concerns, the Nursery SENCO 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 speech and language therapy, Portage and a Paediatrician for an Initial Assessment.

If the nursery needs to request any further support for a child from the Early Years inclusion and disability service, the child will require a CAF open. The Nursery SENCO Manager is currently the lead professional on some CAF's to support children and their families.

For those children that have left the nursery to go to Primary School we offer The Lancashire Break Time sessions during the school holidays for 4-11 year olds. These sessions offer short breaks for parents and carers of children living in Hyndburn with Special educational needs or a disability during the school holidays.

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

- Inclusion and Disability Support Service (IDSS)
- Speech and Language Therapists
- Portage team
- Holly house Child Development Centre
- The Wellbeing Prevention and Early Help Service, Lancashire County Council (LCC)
- Children's Social Care Service (LCC)
- The Early Years Foundation Consultancy Scheme
- Early Years team(LCC)
- The WEHP 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. Each of the rooms within the setting are resourced according to the age, stage and needs of the children within them. 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. Children are also assessed and observed against the characteristics of effective learning

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

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. 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 due to our EAL children, they actively seek to promote language development through all activities.

After the a child's starting point or baseline is assessed, information is then collated through observations which are recorded in a variety of ways including planned observations, significant comments, photo observations, 2-3 year development checks and progress reports all of which are documented on 'Iconnect'. Parents can also add observations and comments from home. 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 uploaded onto 'Iconnect' which provides us with a clear visual picture of children's learning and development. This then shows any gaps in development or areas for concern which can be shared with parents and discussed. Parents are encouraged to access their child's learning journey and add any experiences from home; this then helps staff to plan effectively. Parent's evenings are planned for parents to come in and share their child's progress and achievements. We have also introduced 'WOW moments' where parents can share achievements from home and staff can share achievements from nursery to help our planning. This can also support Personal, Social and Emotional development. We also 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 keyworker. This is often done through close observations of the children's play as the majority of the children within the nursery have limited speech. Children's interests are reflected within continuous provision and planned activities. Children are involved in planning their next steps/targets with support from parents and staff.

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 other nurseries, there is opportunity to share resources 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.

Additional resources can be ordered to meet particular needs, these are sourced from specialist educational catalogues and purchased through AIS funding. 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 have been included in outings by including more staff to support both the children and the Key Person, by inviting parents if they are able to attend and by taking all necessary equipment to allow a sense of freedom and enjoyment whilst on the visit. Children also have access to the Forest School where they can play and explore in an outdoor environment. As has been mentioned the Forest School has been adapted to enable children with additional needs to also benefit from and enjoy a Forest School experience. Parents are always notified about any new experiences/outings to discuss how their child can be included and the implications of this.

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, sending phonics workbooks

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 the Key Person if they are met before the 6 -8 weeks review period, similarly, targets can be broken down into more achievable steps if necessary.

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. During the first settling in session, forms are filled out and specific questions are asked about the child's likes and dislikes, medical issues, general background of the child and any additional needs. The parents are asked to complete a booklet 'All About Me' to share important information about their child with nursery staff. Parents are encouraged to openly discuss their child's needs to ensure the nursery can support as much as possible. Children will be able to spend time in the appropriate room for their age group so they can meet their peers and staff in the room, during the second settling in sessions, parents may leave their child to see how they settle, but stay on the premises in case the child is upset.

When moving between rooms, a similar process will happen where children will have visits to their new room, initially with their Key Person and then independently to help build their confidence. A meeting will be held with their new Key Person, previous Key Person and parents to ensure all information is shared, a transition report will be given along with the child's learning journey/Targeted Learning Plan.

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 alongside any transitions policies and 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

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

The Nursery/Area SENCO has attended the cluster workshops that was delivered by Lancashire County council's learner support team to help ensure the nursery meets the SEND requirements for OFSTED.

The Nursery Area manager has also achieved her British Sign Language (BSL) level 1 and attended a Makaton course alongside this.

Nursery SENCO has also attended the Autistic Spectrum Disorder (ASD) awareness training and nursery staff have attended:

Picture Exchange Cards PECS training
Equality Co-ordinator (ENCO) training
Parental Involvement Co-ordinator (PICO) training
EpiPen training

The Nursery Manager and Area Manager are both trained as Nominated Safeguarding Officers. The organisation has two additional staff based on site with this training.

The nursery also works alongside other agencies to meet individual needs such as a physiotherapist to teach staff different programmes of care to be delivered with nursery; occupational therapist to teach us how to use specialist equipment. The nursery can request for the community nurses to come in to show the nursery team tube feeding skills, how to use an EPI pen; The speech and language team also plan visits at nursery to teach us techniques and activities to use; and Inclusion teachers to teach us programmes to use.

The nursery also access e training wherever possible such as Manual Handling and the revised Common Assessment Framework (CAF) training. The nursery managers are also planning to attending the 'risk sensible' training to support staff in completing the new CAF and TAF formats.

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 be engaged 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 then the Nursery Manager or Area Manager is available to discuss any further matters or can be contacted on 01254 357988. Parents are able to make appointments at a time convenient to them to arrange a meeting with the Nursery 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.

An "open door" policy is in effect where parents are welcome to come into the nursery at any time; to see their child's records or learning journeys.

On the parents notice board a copy of the FIND (Family Information Network Directory) newsletter is displayed to inform parents of local events and support in the area.

We also promote the Lancashire Breaktime service for children with SEND from the age of 4 years to 11 years. This service is run from the Park Child & Family Centre and the Oaks Child and Family Centre. The Nursery Manager/Nursery SENCO from the Park child and Family Centre takes the lead role in this as she is also the Area SENCO for the nurseries. This allows us to invite children who have previously attended nursery to attend the sessions with the manager having an insight into the needs and already having a relationship with the children and parents/carers.

**If there are any more questions please contact us at
anna.mckenzie@surestarthyndburn.co.uk
01254 357988**