



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Stars at First Steps
Outreach Centre

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:

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.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Little Starts at First Steps Outreach Centre, Princess Street, Accrington, BB5 1SP		Telephone Number	01254 232393
			Website Address	www.surestarthyndburn.co.uk
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, and other learning difficulties.	
		√		
What age range of pupils does the setting cater for?	2-5 years			
Name and contact details of your setting SENCO	Tyra Cooper-Heys (01254 232393 and 07808506258) tyra.cooper-heys@surestarthyndburn.co.uk			

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	Tyra Cooper-Heys (Nursery Manager)		
Contact telephone number	01254 232393	Email	tyra.cooper-heys@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	Tyra Cooper-Heys	Date	22.01.18

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Little Stars Nursery at the First Steps was registered in 2015 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 Sure Start Hyndburn, a registered charity. The Nursery is registered for 70 places and is open Monday to Friday from 9am till 4pm 39 weeks of the year, term time only. 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. Children attend morning and afternoon sessions, there are currently 29 children on role.

The nursery operates from 2 playrooms and there are enclosed areas available for outdoor play.

The nursery employs 5 members of childcare staff. 1 of which hold appropriate level 3 Early Years qualifications, 2 staff members have a level 6 qualification and 1 staff member with a level 5 qualification with the manager who has a level 6 qualification. The manager is also the designated SEND (Special Educational Needs Co-ordinator) who supports practitioners with meeting the needs of individual children. 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 3 members of bilingual staff and we have strong links with our wider team within the children centre 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 story building with wider doors to enable access to all areas of the building. The nursery is accessed through the main front door; 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.

We have made a number of improvements to make our auditory and visual environment more inclusive for all children, and for particular children, such as ordering resources to support children's learning, having low level display boards, displaying signs around the environment for staff and children to use British Sign Language (BSL), Other visual aids that are used include Who's here board – visual self-registration, 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 when necessary to meet individual needs such as Occupational Therapists, Physiotherapist, Inclusion teachers of the Deaf and Visually Impaired and Lancashire's Early Years team.

There is a parent notice board outside the nursery, where parents pass by to enter 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. The display boards are backed in bright colours to make them more stimulating.

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 sink and small worktop area where fruit/snack is usually prepared as well as where the general cleaning is done, 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 wooden fence surrounding it. The areas consist of soft flooring is 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 worker who could then seek advice from our SENCO 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 2-3 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 of development 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 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 SENCo and key person would discuss these with parents/carers and possibly 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 guidance 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.

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.

In the 2-3 age phase, the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are significant but there is an emergence on the specific areas of development and learning. In the 3-5 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 base-lining, Information is then collated 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. Parent's 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 worker. This is often done through close observations of the children's play as the majority of the children within the centre 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.

Teaching and Learning Part 2 – Provision and Resources

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, for example, a walker to aid a child's walking.

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 have been 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 to allow a sense of freedom and enjoyment whilst on the visit.

When children have left nursery, they can still attend Lancashire break time which is a play and learn session for children with a physical disability, learning difficulties or communication challenges during school holidays. 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.

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 parents 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. 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.

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

The nursery employs 5 members of childcare staff. 1 of which hold appropriate level 3 Early Years qualifications, 2 staff members have a level 6 qualification and 1 staff member with a level 5 qualification with the manager who has a level 6 qualification. 3 of which staff are bi-lingual support. Staff also attend regular training to update their knowledge of special educational needs and appropriate frameworks.

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 community nursery to show tube feeding skills, speech and language team to teach us techniques and activities to use; and Inclusion teachers to teach us programmes to use.

The nursery also access online training wherever possible such as Manual Handling and the revised Common Assessment Framework (CAF) training.

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 then the assistant 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 assistant 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 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 where parents are welcome to come into the nursery at any time; to see their child's records or learning journeys.

If you have any questions please contact us at:

**Little Stars at First Steps Outreach Centre
2A Princess Street
Accrington
BB5 1SP
01254 232393**