



Special Education Needs Local Offer

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The Setting.

What the setting provides

The setting is a private full day care setting registered for 58 children aged 3 months to 5 years, 51 weeks of the year from 7.30am-6.00pm; however we do have children until they are 11 in our before and after school and holiday club. The nursery supports children with additional needs, children with speech and language delay and children with English as an additional language.

The nursery is set in the Worsley district of Haslingden, in a semi rural area and is close to the motorway links leading to larger towns. The local children's centre and a variation of achieving schools are located close by.

We have three classrooms our Baby Unit; 3 months to 2 years, Lower Tweenies; 2 years – 3 years and Upper Tweenies; 3 years – preschool.

Staff

We have 10 nursery practitioners who have been selected from a robust interview procedure, making sure they are fully suited to the nursery expectations and will abide by our ethos and vision. All staff have appropriate childcare qualifications and 2 practitioners have gained a BA Hons degree in Learning and Developing. We have a cook who is responsible for the quality nutritious menu that we offer and a domestic assistant who maintains the cleanliness of the nursery.

Staff training and development

All staff are qualified practitioners to level 3 and above and have specialist titles for the different job roles within the setting i.e, SENCO , behaviour mangement, PICO and ENCO. The setting is managed by a Nursery Manager who has overall responsibility for the setting and 2 deputy officers in charge. The setting has 3 nominated officers for safeguarding.



Accessibility and Inclusion.

What the setting provides

The setting is housed in a single storey building and is wheel chair accessible with ramps into the building from the car park. The entrance is our storage area for prams/buggies. We have an open plan building with 3 steps leading to 2 classrooms, our Lower Tweenies room (2-3 years) Upper Tweenies room (3-4 years) and a staff room. We have a children's dining room which has 4 sets of tables with flowers on each one to create a friendly relaxed atmosphere when the children are eating. We have the tables split so the children can be sat with their key worker and use this as a useful learning experience.

From the dining room we have a large self contained Baby Unit (3months to 2 years) which has an open cot room, a changing area with a sink and an outdoor decking area. All rooms have french doors leading to the rear of the building, where the children's playground can be found.

The playground has a safety fence around the outside which consists of a large tarmac area and a grassed area. The equipment includes a mud kitchen, digging patch, vegetable patch, children's bird hide, bug area, an outdoor classroom and an adventure trail.

All rooms have white boards outside the rooms which display the planning and spontaneous activities for the week. We also use this for additional information for parents.

A notice board in the entrance for parents displaying the menu for the week and other information i.e; parents information about the EYFS, diets and various other leaflets. We also have a notice board for our SENCO explaining her job role and leaflets and information about speech and language delay and any other relevant information.

Continued overleaf.

Accessibility and Inclusion.

Rooms

All of our rooms are welcoming and display children's art work at the children's level. We use a range of flooring such as rugs, carpet, vinyl within the nursery. All the equipment can be moved around the nursery and rooms can borrow other room's equipment to ensure children's needs are being met. Resources can be moved to enable walkers or wheelchairs to have access and to move freely.

In the Baby Unit we have low wooden table and chairs, high chairs, bumbos, baby bouncers and a cosy nest. We have two bubble machines with cushions in a sensory area to make the area comfortable and relaxing. Equipment is suitable for children in the Baby Unit along with various treasure baskets.

Our Lower Tweenies and Upper Tweenies rooms have furniture at the children's height. All areas in the room have pictures and annotation, each box in the areas have a photograph which help identify when tidying away resources. Visual time lines are displayed to help the children throughout the day. Equipment can be moved from room to room.

Outdoor

We have a large grassed area and tarmac which helps children with walking aids, we have raised bedding boxes, sand and water trays, sturdy construction and a mud kitchen. Each area has a large variety of resources to enhance play within the outside area.

Identification and Early Intervention.

What the setting provides

During the day children have the opportunity to engage in a variety of different play. These are planned and spontaneous to give the opportunities for children to explore aspects of the curriculum. Each planned activity has clear learning objectives and adult intervention is used to support play and learning. Sometimes this is from a central role in the play situation for a 'visitor' role and sometimes from a distant intervention such as providing resources. We encourage all types of play and we seek to provide opportunities for structured and un-structured play. This extends across all curriculum areas harnessing the children's natural curiosity and desire to learn and come to a greater understanding of the world.

We assess and plan for all children as part of a continuous cycle and work within the statutory framework within the EYFS. We acknowledge that none of the areas of learning and development can be delivered in isolation from the others, they are equally important and depend on each other. All areas are delivered through planned, purposeful play and with a balance of adult led and child initiated activities.

The involvement of parents and carers in this process is central and needs to be a two-way process, where parents and practitioners both contribute. Parents and carers know their children best and have views of what is right for them, which must be respected. Their observations of what the child is doing at home is central for the complete picture of the child's development and achievement, upon which practitioners need to build.

We create termly reports, complete two year old checks, hold informal parents evening, have key worker discussions at the beginning and at the end of the child's day and also answer any other questions. This is an ideal time for parents to discuss any concerns with their child's key worker or they can come and see the nursery SENCO or manager.

Each child has their own learning journey which includes photographs, observations, certificates, children's pictures and art work, reports and any other significant information about the child.



Teaching and Learning Practitioners and Practice.

What the setting provides

The EYFS framework covers the education and care of all children in nursery, including children with additional needs. We teach children by providing challenging, playful opportunities across the prime and specific areas of learning and development. We aim to foster the characteristics of effective Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically.

The SENCO is also responsible for assisting key workers in completing observations and composing Targeted Learning Plans (TLP). They will ensure that appropriate records are filed correctly and kept safely, including a register of children with SEN. The SENCO will arrange to have meetings with parents at term reviews and TAF meetings to discuss the child's progress. Key worker staff also complete reviews for the 2-3 year checks. These are given to the parents to read, discuss and sign, then pass on to their child's health visitor.

Each child will be allocated a key worker when they enrol at The Parish Nursery. This person will be responsible for the monitoring and the progress of this child. If the key worker has any possible concerns he/she will then liaise with our SENCO. They will work closely together monitoring and reviewing any action taken. 'Early Years Foundation Stage' curriculum activities will be adapted to ensure each child's individual needs have been accounted for.

We comprise the provision map by assessing the child's individual needs and the support package that is felt to be required by the nursery and parents and any outside agencies involved.

Parents are encouraged to help support their child in their learning at home by having discussions with the key worker at the beginning or the end of the day. If parents need any help or guidance they are encouraged to talk to the child's key worker, SENCO or the nursery manager. We sign post parents to their local children's centre or research possible training courses/ conferences.

We find out about events by liaising with our inclusion teacher, speech and language therapist, our local children's centre and the nursery inclusion teacher, child development centres.

Teaching and Learning Provision and Resources.

What the setting provides

All children are provided with age appropriate resources. We supply resources to the room according to the children's age, stage and ability. We can borrow toys from other room in the nursery and use the provision mapping and children's observations to support the children's needs.

Practitioners liaise with external staff that supports the children within our setting. The manager is supernumerary and will free the SENCO to support the professionals.

We go to the library, schools for plays, local parks to which all children are included. All trips are within our staff ratio and according to the child's individual needs. A risk assessment will be completed with the needs of the children considered at all times.

Reviews.

What the setting provides

Staff work closely with parents/carers and the wider community, including other professionals at all times. Good relationships with parents and carers help a child feel included and have a sense of belonging. All prospective parents are given a prospectus in order to brief them about policies and procedures at nursery. The full folders of policies are available in the reception area.

All children who access the Parish Nursery have identified starting points so practitioners can identify how they can help the child to develop their learning and development. This is also monitored through the termly reports which cover all areas and the tracking documentations that we use. By using the documentations we have in place it can help identify any children who we feel may have additional needs. This helps us to be able to sign post to the relevant profession. The information that we gather may identify that a CAF is needed to be able to offer more support and guidance to the family.

We operate an 'open house' policy where parents are made to feel welcomed and valued at any time. The involvement of parents and carers in the process of their learning and development is central and needs to be seen as a two-way process. Parents and carers know their child best and have views about what is right for them, which must be respected. Their own observations of what their child is doing at home are an important part of the complete picture of the child's development and achievements, upon which practitioners need to build. We work with parents to gain a full understanding of their child's particular strengths and interests. This is done when we communicate with the parents before and after a session. We share information about the child's achievements and well-being and encourage them to share feelings. Parents evening are held twice yearly and this is a chance to look at their child's file and talk to the key worker about their learning and development.

Continued overleaf.

Reviews.

Parents are able to look at the child's file when they wish without prior consent, they may also add to it at any time. We value parent's observations and contributions of the child's learning and development at home and include these in our records.

When a child starts at the setting they are given an informative prospectus. This has information about staff, activities, health and safety, session times and cost. When the child starts they are given a handbook which includes our important policies for the parents to keep. During the settling in sessions we try to obtain lots of information about the child through the parents completing the 'All about me' booklet, which they take away with them and return before their child starts their first day with us.

Transitions.

What the setting provides

Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting and individual meetings with parents.

We allocate a key person to each child and his/her family before he/she starts to attend. The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

When a parent looks around the nursery we explain the process of settling-in with his/her them and jointly decide on the best way to help the child to settle into the setting.

We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

We have an excellent transition procedure when children move rooms, setting and to school. They include intense support with children with additional needs to ensure the transition is as smooth as can be.

The setting has an open door policy and parents are able to come into nursery at any time. The first Tuesday of the month we have an open day where parents can come and view the child's file and speak with the key worker. Parents can contact us by the telephone or by email to check on their child.

Staff Training.

What the setting provides

Staff at The Parish Nursery are trained to level three and above. The manager and Deputy have a level six and the Manager has an additional qualification in special needs. All staff have annual appraisals and termly supervisions, this helps identify any areas to develop and discuss any training needs.

Staff have completed the following;

ICAN
Behaviour support
Cygnet Course
ASD Awareness
ECAT
Derbyshire Language
Language development in the Early Years

Further Information

What the setting provides

We have a procedure which deals with complaints. Parents are given copies of our complaints procedure in the welcome pack and this can also be found in the entrance or in the policies and procedures