



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Small World Private Day
Nursery**

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Small World Private Day Nursery.		Telephone Number	01772 454166
	2 Liege Road, Leyland PR25 2ES		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:	
	X			
What age range of pupils does the setting cater for?	3 Months– 4 Years			
Name and contact details of your setting SENCO	Diane Watkinson 01772 454166 Info@smallworldnurseryleyland.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	Diane Watkinson Manager/SENCO		
Contact telephone number	01772 454166	Email	Info@smallworldnurseryleyland.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			
Name	Diane Watkinson	Date	

The Setting

What the setting provides

Small world private day nursery is a children's nursery registered in 2005. It is situated in Leyland on a residential street. The nursery serves the local area and is accessible to all children. We operate from a single story building with a ramp at the front. There is a fully enclosed area available for outdoor play.

We take children from 3 months to 4 years and are registered for up to 30 children at any one time which are organised into 3 different aged rooms. Babies, Toddlers and Preschool.

Within our organisation the key people are:

Diane Watkinson Owner/Manager/SENCO

Michelle Williams Deputy Manager/ PICO/ Behaviour co-ordinator

Grace Watkinson ENCO

Accessibility and Inclusion

What the setting provides

Small World Private Day nursery is all on one level with a ramp leading up to the main door. All interior doors are wide enough to fit prams, wheelchairs and other walking aids through. Although we have no allocated parking for the nursery, we are on a residential street which provides us with ample parking and easy access to the building.

Our rooms are well organised for the cohort of children we have in at the time, but as our furniture is moveable we can create extra space and wider walk ways when needed. We have worked closely with occupational therapists and physiotherapists in the past to implement support for children with a physical disability to enable them to participate in every day nursery life.

At Small World Private Day Nursery we have a lot of posters around the setting with different languages. In our pre-school room we have equipment labelled in English and Greek. We would welcome translators or family members to meetings where English is a second language and will do our best to translate newsletters.

As a way to support non verbal communication some of our staff have had training with picture exchange communication system (PECS). As well as incorporating the familiar pictures into a visual timetable.

If required staff will attend training related to a child's needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous TLPs, paediatric reports, to ensure appropriate planning is in place. Parents and the key person should agree a consistent approach to ensure continuity of care from home to setting.

Identification and Early Intervention

What the setting provides

Each child is allocated a key worker before admission to the setting. Their role is to develop trusting relationships with children and parents. This would be a parent's first port of call if they had any concerns regarding their Child's development. They could also talk with Diane Watkinson the settings Manager and SENCO.

All children are observed, and information from these observations is linked to the development matters of the EYFS. This can highlight any problems to a child's key worker who would then inform the parents and the settings SENCO. We would then work closely with the key worker to make sure there are systems in place to plan, implement, and monitor the child's development. We always make sure plans are recorded and shared with parents. The SENCO would liaise with other outside agencies if she felt the child needed additional support but not without parental consent first.

We also use the 2 year progress check to highlight any potential need for any early intervention. It would be down to your child's key worker to carry out this assessment on your child. Their key worker would inform the assessment from the 3 prime areas, they will write a short summary of your child's development this will identify strengths as well as areas that may need further support. If your child's key worker feels there is a significant problem or just one area that needs developing more than the others, they will work with you and the settings Special Educational needs co-ordinator to develop an individual learning plan to help and support you and your child. It would be up to the worker and SENCO to review plans and make referrals as necessary. As parents/carers you will be involved in all decisions and supported throughout this whole process.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

At Small World we work to the Early Years Framework Development Matters. We follow the guiding principles of the Early Years Foundation Stage (EYFS):

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured;

Positive Relationships – Children learn to be strong and independent through positive relationships;

Enabling Environments – Children learn and develop in enabling environments in which their experiences respond to their individual needs and;

Learning and Development – Children learn and develop in different ways.

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Children's progress and development is monitored through the observation process linked to the EYFS ages and stages of development, assessments such as the 2 year old progress check and in discussion with you each child will have a Learning Journal; this will contain written

observations, photographs and samples of your child's work to support staff in assessing and planning to help your child progress to their next steps. Each child's learning journal is accessible to parents on request. On a yearly basis we hold a parent's evening which allows parents/carers to come and talk with their child's key person. We will also communicate with you through termly reviews/parent and key person meetings. If your child's key person has identified a possible individual need, observations and assessments will be discussed with the Special Educational Needs Coordinator (SENCO). Our SENCO will offer support and advice to your child's key person and other staff in the setting and will discuss these observations with you and plan with you to support your child's learning and development. In discussion with you, the key person, the SENCO will identify what support is required, if necessary, with the aim of enabling your child to become independent within the environment.

Our provision mapping helps to put support in place for children. All children receive wave 1 as good practice. For some children additional input from within the setting maybe required and your child will be placed at 'Wave 2' of the graduated response to intervention which the setting follows. Your permission will be sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS). Should this be the case, your child will then be placed at Wave 3 of the graduated response.

On a yearly basis we hold a parent's evening which allows parents/carers to come and talk with their child's key person. The key worker will talk with the parents about their child's development and celebrate achievements that have been made. We will also communicate with you through termly reviews. Children's learning journeys are available for parent to read at all times. There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two way communication between us. Telephone calls can be used if parents work and are unable to bring/collect child from nursery.

Children at Small World Private Day Nursery are encouraged to express their views through a variety of ways. With the continuous provision children are able to choose what activity they would like to do and what resources they would like to use to help. Resources are all clearly labelled with pictures and writing to encourage children to be independent when making choices.

Although meal times are set menus. The food is presented to the children in individual dishes giving the child a choice of what they would like to eat. Each child is encouraged to serve themselves enabling them to put how much food they wish on their plates. This opportunity is available at all meal times: breakfast, lunch and high tea.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Throughout the setting provision mapping is used so practitioners know what resources we have to support each child's individual needs.

Any child that has been identified as needing extra support will also have their own individual provision map that key workers can refer to as a further aid to support the needs of your child and to make sure the correct resources are available.

The SENCO will advise you on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Inclusion funding and Two year old funding can be applied for to support the child being included in the setting. Delegated budget and IAS funding will be used to provide additional resources or to adapt existing resources. It is also the responsibility of the manager to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.

As we are a small setting we often have spare staff. This benefits us to be able to release staff for TAF meetings, spending time with our inclusion teacher and talking with any other professionals that might visit the setting whom are involved in your Child's care. As well as having time to talk with other outside agencies this enables us to give 1:1 support to children when needed.

We work closely with our local children's centres and health visitors. We are able to sign post parents to groups that can aid their child to make further progress i.e. chattering chimps (help develop language).

All activities outside the setting will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.

On admission to the setting parents are given permission slips about taking children away from the setting on trips. On this form we ask parents if they would like to volunteer to help on day trips.

Reviews

What the setting provides

Key workers will talk with parents on a daily basis to inform a parent on how well their child is doing. Parents can access their child's learning journey as frequently as they like to look at their child's progression through the EYFS.

Parents are able to make appointments with their child's key worker if unable to attend parent's evenings or if they have any concerns regarding their child's development.

It is the responsibility of the owner Diane Watkinson to ensure that your Child's key worker's observation shows the progress your child is making accurately. This is done through moderation of each child's files.

We have recently introduced WOW boards into each of our rooms which are designed so that children can share those 'wow' moments, achievements that happen when they are not at nursery, so that as practitioners we can build the whole picture of development and to build on those home to nursery transitions. It is also a great way to develop the children's self-esteem. We also have home/nursery books for toddlers and baby's which your Child's key worker writes in to inform you of their day. You can also add any information yourself that you feel your child's key worker may need to know.

All planning is on show for parents to view, on our focused activity sheets there is a section for parents' involvement.

Transitions

What the setting provides

“Children are prepared for school by the practitioners in the pre-school room because they understand the importance of supporting children’s emotional well-being and developing strong foundation skills” OFSTED 2014

“Children have good relationships with staff and each other.”

“Children are busy and engaged in interesting activities throughout the nursery. Staff use the spaces and resources well to support their learning and enjoyment.”

“Children are developing the skills they will need for the next stage of their learning and their move to school”.

Older children develop their social and physical skills as they enjoy a range of physical activities provided by qualified instructors” OFSTED 2015

On induction to the setting the SENCO or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on a visit to help settle them. These visits are free and will be offered to you and your child as part of the settling process. There are no maximum number of sessions on settling in visits. They will continue until your child is settled. These sessions will help you and your child to develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together.

Parents are given all about me packs to fill in. The information from the all about me will help your child’s key worker to plan for your child’s interests and needs.

When children are transitioning between rooms, a new key worker will be made aware of your child’s needs. You will have an opportunity to have a meeting with your child’s new key worker. As we are a small setting your child would have come into contact with their new key worker. This helps make the process less stressful for yourself and your child.

When children are moving onto a new setting we send them the child’s learning journey so they know what stage of development they are at already. If your child has any additional needs the new setting will be asked to attend a TAF so they can make sure they have the right support in place for the child and their family.

Upon transitioning to school your child’s key worker will provide an in-depth report to the school on your child’s progression through the EYFS. This will highlight your child's strengths as well as any areas where additional support may be needed.

We welcome your child’s new teacher to come and visit them whilst they are in nursery and will attend any meetings to help the transition run smoothly.

If our inclusion teacher is involved with your child she will also contact school as well as send a report of your child’s needs and support that is needed.

Staff Training

What the setting provides

All our staff have attended Early language development programme training; babies and toddlers speech language and communication development in November 2013.

Michelle Williams has attended a Behaviour Management course in 2014
Grace Watkinson has attended Introduction to Sen course in 2015

All our staff who are qualified to level 3 have completed units on SEN.

Diane Watkinson has covered SEN units whilst doing her degree. She has also been on a SEN training "Early years and the disability discrimination act". Diane was the nursery SENCO at her previous employment and at Small World before taking over ownership of the nursery in 2005.

Further Information

What the setting provides

For any further information please contact Diane Watkinson Nursery Manager/SENCO or Michelle Williams Deputy Manager .

Parents should talk with their child's key worker if they have any concerns regarding their children or a member of the management team.

If a parent is unhappy about anything they can come to see Diane Watkinson or Michelle Williams. No appointment needed as we are both available daily.

There is no need to ring ahead or book an appointment as we operate an open door policy. All we ask is you avoid lunch time as this is our busiest times.

You have all the time you need in the morning or evening when you pick up your child to talk with your child's key worker or a member of management; you will never be rushed in or out. If you don't have time to talk in a morning you can always ring to pass on messages or write in your child's book for the key worker.

Parents can make appointments with the management team or the child's key worker for a time that is more suitable for them.