



**SEN and Disability**  
**Local Offer: Early Years Settings**  
Name of Setting: **Little Acorns**

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:

<http://www.lancschildcare.co.uk/pdf/Imp-sen-disability.pdf>

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)

Setting Name and Address	LO - Little Acorns Nursery 34 Sheephill lane Chorley Pr6 7jh		Telephone Number	01772696288
			Website Address	<a href="http://www.lancschildcare.co.uk">www.lancschildcare.co.uk</a>
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We have previously supported children with Speech and language as an additional need and a child who was on the Autistic spectrum	
	X			
What age range of pupils does the setting cater for?	0-8			
Name and contact details of your setting SENCO	Sarah Quinn 01772 696288			

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	Sarah Quinn Nursery Manager		
Contact telephone number	01772 696288	Email	sarah@lancschildcare.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	Jennie Bracewell	Date	25/6/14

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

UPDATED JULY 2015

REVIEWED JUNE 2016

REVIEWED FEBRUARY 2017

## The Setting

### What the setting provides

Little Acorns is a private day nursery and can take up to 55 children each day. The nursery is divided into four rooms.

The “Jelly Bears” holds up to 6 children and the range of children is 3 months to 15 months the bears are spaced over one room. This room is lead by a supervisor who works along two other practitioners, one of the practitioners in this room Emma is the Equalities Named Coordinator (ENCO).

The “Jelly Babies” holds up to 9 children each day between the ages 16 months and two years spaced over one room with a garden attached to the classroom. This room is lead by the room leader Becky who works alongside two other practitioners.

The “Jelly Tots” room holds 16 children each day aged between 2-3 years. They are spaced over two rooms and have a garden attached to the classroom with wheelchair access through the door. This room is lead by the Acting Deputy Manager Helen who is also the named nominated officer for Safeguarding, she works alongside three other practitioners.

We also have a Pre-school room “Jelly Beans” that holds 24 children each day aged between 3-4 years old. The children are spaced over three rooms and are on the upstairs level of the building with access to the garden from down the stairs. This room is lead by a supervisor Stacey who is our named Parent Inclusion Co-coordinator (PICO) who leads two other practitioners.

Sarah Quinn who is the Nursery Manager is the named Special Educational Needs coordinator (SENCO) and is responsible for Behaviour Management. The Manager has had 10 years experience of working with children with a variety of SEN, including visual impairment and autistic spectrum and has attended courses on behaviour management.

There are two nominated safeguarding officers and a person responsible for involving parents in the setting. The Acting Deputy Manager supports the manager in monitoring the quality of provision and the manager has overall responsibility for the setting.

## Accessibility and Inclusion

### What the setting provides

#### The building:

The lower building is completely wheelchair accessible and ramps lead up to two downstairs entrances. There is a designated disabled parking space. We evaluate the needs of individuals to look at ways of further improving access to the setting.

The setting has parent's information boards within each and copies of policies are given on induction and are available in additional languages if required. The key person meets with parents on induction to identify any additional needs or language barriers, this is then shared with the manager and effective support strategies are put in place. We have the use of an iPad to overcome any initial language barriers through the use of "Google translate"

#### The Rooms

The provision is accessible with low level furniture and all resources are at child height, labelled with photographs to act as a visual prompt. We evaluate the setting regularly in accordance with each individual child's needs and reasonable adjustments are made to support additional needs.

#### The Outdoors:

There are separate outdoor play areas for each room. The outside play area for the 0-2 year's room consists of a soft surface decked area, including raised beds for planting and growing herbs and flowers around the perimeter. The 2-3's outdoor play area is paved including raised beds for planting and growing herbs and flowers around the perimeter. The 3-4's play area houses a large slide, climbing area, balance beam obstacle course and play houses. A large container shed provides adequate storage for play equipment.

We also have a storage shed on the car park for parents to store prams and equipment.

## Identification and Early Intervention

### What the setting provides

Upon induction parents complete detailed forms about their child and have the opportunity to express any concerns they may have or give details of any additional support their child may be in receipt of. The setting will then liaise with any other professionals already involved with the child.

The key person system ensures that staff track each child's development and progress linked to the Early Years Foundation Stage (EYFS) curriculum and will identify and share any concerns with the parent. Each child has a Learning Journal which records observations of children's progress from staff and parents, photographs and children's own creations. The nursery recognises the vital importance of the key person in helping children to feel safe and secure based on a child's natural need for a significant carer. This helps to provide the right foundation for children's well-being and involvement at nursery. Although a child's key person is available to chat to parents at drop off and collection times, we hold summary of progress meeting with parents each term to look at the Learning Journey and discuss progress and any concerns.

As a requirement of the EYFS a two-year progress check is carried out on children aged between 2 and 3 by both the key person and parent who discusses and identifies strengths as well as concerns. Where the progress check suggests a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's 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.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would be with parental consent.
- Another next step maybe to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our SEN policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN policy is given to parents on induction.

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides

The nursery follows the Early Years Foundation Stage curriculum, which bases teaching and learning around the principles of observation, assessment and planning for each individual child.

The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. In the Bears and Baby room (0-2years) room, emphasis is placed on the three prime areas of learning (Communication & Language, Physical and Personal, Social & Emotional Development).

In the Tots and Beans room where the children aged from 2-4 years, the three prime areas remain significant but the four specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and design) are additionally planned for.

Planning is differentiated to meet the needs of individual children and the nursery environment is designed to meet children's needs through enhancements to continuous provision areas, e.g., sand, water, outdoor area, ICT, home corner etc.

Children's progress is monitored through a baseline assessment when they start which we carry out with parents and throughout their time at nursery by their key person. The key person meets with parents to provide twice-yearly progress summaries linked to the EYFS development age bands. The key person and SENCO role ensures early identification of any difficulties or needs a child has which are then shared with parents through daily contact.

A two –year progress check is carried out with the involvement of parents, which summarises a child's progress in the three prime areas of communication and language, physical, and personal, social & emotional development.

The setting signposts parents to events and services provided by others, such as speech & language, and provides in-house training for parents on topics such as the EYFS curriculum and the value of play.

Staff use their observations of children to involve them in planning and use circle time as an opportunity for children to express their views. Children are able to access their learning journey at any time and express their own views when looking through them, with their friends. Parents are encouraged to take learning journeys home at the weekend to share them with family members and to add comments about their child's learning.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

Each age group is provided with resources which are developmentally appropriate, with some which offer more challenge and some which are suitable for children who are developing more slowly. We use our provision mapping to help us identify resources and activities available to support children's needs.

Children are able to access resources for developmental stages different to their own and arrangements can be made for children to access different age groups to better suit their development needs. We liaise with parents and other professionals for advice on resources to support individual needs, if the setting does not already provide them.

In order to support a large number of children who have some speech and language difficulties, we are linked with the local children's centre speech and language therapist who visits us regularly to assess the children and support staff by putting strategies in place to identify and challenge speech and language.

Staff work with external professionals who visit children at the setting in order to provide consistency of opportunities. Staff are supported by the SENCO and room leader when making reasonable adjustments to implement targeted learning plans. We use supernumerary staff to provide additional support where necessary.

## Reviews

### What the setting provides

The relationship between staff and parents starts on induction at the home visit, this is optional but we feel it greatly supports the beginning of strong relationships between key person child and parents as we can get to know them in their home environment a

Parents are provided with daily feedback as to how their child is doing ensuring any important information is shared regularly. We also have termly progress meetings with parents. This gives the key person the opportunity to gather information and share progress with parents and also include their input in preparing the targets for the following six months. This two way flow of information and target setting together ensures consistency and continuity with individual children's development.

Children's progress is monitored using the Early Years Foundation Stage (EYFS) age bands of development highlighting individual children's achievements and any gaps.

Parents are encouraged to be involved in their child's education from the start through helping carry out a starting point assessment with the key person, to termly parents evenings and stay and play sessions and contributing to their child's progress file through sharing information (parent observation) .

## Transitions

### What the setting provides

Once a child has been allocated a place, a home visit is arranged for the key person to meet with child and parents in their home surroundings. This is a valuable opportunity to gain an insight into child's background and culture and enables a smooth transition between home and nursery. If a child is transferring to a new setting, we encourage parents to share their learning journey so the new setting has a starting point for the child with up to date information, and additional support if required i.e. the key person would share information with new setting if parents wish it.

For children leaving for school, we invite local school reception teachers into the setting. We plan activities which prepare children for school, and enhance our role play area with school uniforms. The supervisor in the pre-school room also visits all the local schools to take photographs that we can share with the children. Any children with additional needs, a transition meeting is arranged by the manager between nursery and school and any other professionals involved in supporting the child in order to pass on any factors which are relevant in meeting the child's needs.

## Staff Training

### What the setting provides

All practitioners within the setting are qualified to level 3 or above. The manager is qualified to Level 5.

As part of the staff induction policy, all staff undertake the following training:

- Paediatric First aid,
- Basic Safeguarding
- Food Hygiene
- Common Assessment Framework

Within our setting we have staff who have completed training in the following courses:

- English as an Additional Language
- Behaviour Management
- Equality and Diversity
- Tremendous two year olds
- Two year Progress check training

We have regular supervision sessions and hold thrice-yearly appraisals for staff. Practitioners have access to a wide library of books and we seek to encourage continual professional development within the team.



## Further Information

### What the setting provides

As a setting we are required to have a procedure for dealing with complaints. This is available within the setting.