



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Acorns Community
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:

<http://www.lancschildcare.co.uk/pdf/lmp-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

Setting Name and Address	LO - Little Acorns Community Nursery		Telephone Number	01282 450900
	The Chai Centre Hurtley St. Burnley BB10 1BY		Website Address	www.lancschildcare.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:	
	*			
What age range of pupils does the setting cater for?	3months-5 years			
Name and contact details of your setting SENCO	Jane Grice Tel. 01282 450900			

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	Jane Grice Manager/SENCO
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Title			
Contact telephone number	01282 450900	Email	jane@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

The Setting

What the setting provides

Little Acorns was registered as a charity in 2005. The nursery operates from within the Chai Centre, which is situated close to the town centre of Burnley. Parents of children attending the setting have access to the centre's services including parental support, health services, etc and the nursery has a crèche facility to support parents attending these.

The nursery is open from 7.30am to 6pm Monday to Friday, 51 weeks per year including most Bank Holidays. Children have access to an entrance hall, large play room for the 2 to 4 year olds and separate baby room for children 0 to 2 years. There is an office, toilet facilities including a nappy changing area, kitchen for the preparation of snacks and a newly renovated outside play area. Meals are provided by the Chai Centre, an emphasis is placed on healthy eating and locally sourced produce. Little Acorns is a 37 place full-day care nursery. There are 9 places for babies, 12 places for 2-3 year olds and 16 places for 3-4 year olds. There are currently 60 children on roll, the majority of whom are from an Asian heritage background. Of these children, 32 children are in receipt of 3 year old free education funding and 5 children in receipt of 2 year old free education funding. The nursery is hoping to extend provision for funded 2 year olds by an additional 20 places through capital funding.

The staff team consists of a total of 6 permanent members of staff, including multi-lingual speaking staff. 100% of staff hold a level 3 childcare qualification, 1 staff has a level 4 in Management and the manager has an early year's foundation degree. All staff hold current first aid and food hygiene qualifications. All staff have had basic child protection and CAF training. Languages spoken at nursery are English, Punjabi/Urdu, Bengali and Pashto. The Centre teacher provides twice weekly speech and language support sessions for identified children. The nursery recruits staff who reflects the languages of the children and volunteers and particularly welcome those who are bilingual.

Some staff hold additional responsibilities within the setting. The SENCO has had 16 year's experience of working with children with a variety of SEN, including visual impairment and autistic spectrum. The behaviour management co-ordinator has had 24 years childcare experience and has attended courses on behaviour management.

There are two nominated safeguarding officers and a person responsible for involving parents in the setting. The Deputy Manager supports the manager in monitoring the quality of provision and the manager has overall responsibility for the setting. There is a group of Trustees in place to whom the nursery manager, project manager and chief executive report to annually.

Accessibility and Inclusion

What the setting provides

The building:

The building is a single-storey building situated within a children's centre (Chai centre) which is fully wheelchair accessible. The nursery is accessed by a bell linked to each of the rooms. Disabled parking spaces are available in the car park to the side of the centre. There is a disabled toilet in the Chai Centre, and two for adults, including a nappy changing area.

There is space available for the storage of prams in the outside playing area.

There are parent information boards in the entrance area and in each room. Copies of policies are given on induction, displayed on information boards and are available in different languages on request. The key person meets with the parents on induction/home visit 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 an iPad to overcome any initial language barriers with the use of Google translate. We use basic key phrases in children's home languages. Bilingual staff and volunteers help to communicate with parents whose first language is not English.

The Rooms:

Both the 0-2's room (Little Buddies) and the 2-4's room (Little Acorns) use low level furniture and store resources at child-level height, labelled with photos to support visual prompts. All furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs. The setting evaluates every child's individual needs prior to a child starting to decide what reasonable adjustments need to be made, such as room organisation, or resources needed to be purchased or made.

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 completely afro-turfed surface, including raised beds for planting and growing herbs and flowers around the perimeter. The 2-4's outdoor play area is partly astro-turfed and partly safety surfaced to minimise scrapes when children fall. The 2-4's play area houses a large slide, outdoor classroom, and play house. A large container shed provides adequate storage for play equipment and prams.

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.

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 0-2's room, emphasis is placed on the three prime areas of learning (Communication & Language, Physical and Personal, Social & Emotional Development)

In the 2-4's room, 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, egg, sand, water, outdoor area, ICT, home corner etc.

Children's progress is monitored through a baseline assessment when they start 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.

Provision mapping is used to target groups of children with regards to their physical and sensory development. cognitive & learning abilities, social, emotional & mental health and communication & interaction. We use Targeted Learning Plans to support children, identified at Wave 2/3 of the provision map.

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 hold twice-weekly 'Chatterbox' sessions, run by the Chai centre teacher.

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

Before a child starts we offer a home visit to bond and strengthen parental partnerships, ensuring they are aware that we operate an open-door policy and that they are welcome at any time to discuss their child's progress and any other subjects. Parents are provided with daily feedback as to how their child is doing, ensuring any important information is shared regularly.

We hold termly progress meetings where parents and practitioners can share information about the child, which helps to inform where the child is at and their next steps. Children's progress is monitored against EYFS age bands of development, which identifies their achievement and any gaps.

Parents are encouraged to be involved in their child's education right from the start and throughout their stay at nursery, through regular stay and play sessions, theme days, story sack library and contributing to their child's progress file with parent observations.

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 the child and parents in their own surroundings. This is a valuable opportunity to gain an insight into the child's background and culture and enables a smoother transition between home and nursery. Before children start we invite them to come for short visits as part of the settling in process. The number of these visits can vary according to the particular needs of parents and children. Parents are welcomed to telephone nursery to see how their child is settling in.

When moving from the 0-2's room into the 2-4's room, staff follow a transition procedure. This includes inviting parents to meet their child's new key person, sharing any of their possible concerns, and arranging sufficient visits to the room prior to starting.

If a child transfers to a new setting the parents are encouraged to take their learning journey with them to share details of progress already made. Additional arrangements can be made to speak to the new setting, if required.

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.

For children with additional needs a transition meeting is arranged by the manager between nursery and school 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
Makaton

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.