



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Oak House 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://stpiusx.co.uk/pre-school/nursery-policies/>

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.SENDDReforms@lancashire.gov.uk When saving your local offer please use the following format:

LO-SETTINGNAME eg:
LO-FLUFFYBUNNIES

Setting Name and Address	Oak House Nursery, 200 Garstang Road, Fulwood, Preston, PR2 8RD		Telephone Number	01772 719937
			Website Address	www.stpiusx.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: We have experience in supporting children who have speech and language difficulties, autistic spectrum disorder, 'Global development delay and children who have some physical difficulties.	
		X		
What age range of pupils does the setting cater for?	2 – 4 years			
Name and contact details of your setting SENCO	01772 719937 Miss Susan Flint and Mrs Natalie Leeming			

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	Mrs Natalie Leeming–Nursery SENCO Miss Sue Flint –School SENCO		
Contact telephone number	01772 719937	Email	sflint@st-piusx.lancs.sch.uk nleeming@st-piusx.lancs.sch.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://stpiusx.co.uk/pre-school/nursery-policies/		
Name	Sue Flint Natalie Leeming	Date	03/08/2018

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides:

Oak House Nursery is a full day care setting that caters for children aged 2- 4 years of age.

During term time the following sessions are available:

Morning session **8.00am – 1.00pm**

Afternoon session **1.00pm – 6.00pm**

Full day **8.00am – 6.00pm**

The nursery has a breakfast club that opens from 7.30am – 8.00am (this incurs an additional charge)

Meals/snacks:

Toast, fruit, milk and water is available throughout the morning session.

A hot meal is provided at lunch time.

Fruit, milk and water is available throughout the afternoon session.

A variety of hot and cold meals are provided during the afternoon session at approximately 4.00pm.

The setting has a system in place to support children who have special dietary requirements and all practitioners and catering staff are made aware of their needs.

- During half term holidays the nursery operates a holiday club. To book holiday sessions, parents complete the booking form provided and return it with their payment before the closing date. Holiday club is open between 8.30am – 5.30pm. (please note there is no breakfast club during holiday sessions)
- The setting is registered for 115 children in total, this does include the overall numbers of children that can attend the setting during the holiday club.

Nursery Classrooms:

- The nursery has five classrooms, Little Acorns 1 for 2yr olds and they are supported with one member of staff for every four children.
- Little Acorns 2 for children aged 3 who are supported with one member of staff for every eight children. We facilitate children progressing to Little Acorns before aged 3 if developmentally, this is what they require.
- Great Oaks 1 & 2 is the pre-school department, consisting of two classrooms for all children who are due to start school the following September. Children in pre-school are supported with one member of staff for every eight children.
- The nursery has full access of the Phonics room, which is situated in the infant building. This is primarily used for letter and sounds/Maths focused activities.
- All children are appointed a key person who is responsible for developing a relationship with the

child and their family and for keeping all records.

Nursery Practitioners:

- Nursery Manager – Miss Kelly Waltham
- Deputy Manager – Miss Naomi Covell
- Nursery SENCo – Mrs Natalie Leeming
- School SENCo – Miss Sue Flint
- EYFS Leader – Mrs Kelly Waltham
- Behaviour management co-ordinator - Mrs Kelly Waltham
- Parental Involvement Co-ordinator (PICO) – Miss Naomi Covell is responsible for organising social events and parents evenings and for liaising with parents.
- Equality Named Co-ordinator (ENCO) – Miss Ruth Lambert is responsible for ensuring that all families have equal opportunities within the setting.

What the setting provides

- We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs to fulfil their potential. All staff are familiar with Commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child.) of the Early Years Foundation Stage Framework.
 - Our Special Educational Needs and Disabilities (SEND) policy recognises the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which the SENCo and ENCo will work together provide a range of differentiated activities to meet all individual needs.
- The setting can only be accessed by steps; however reasonable adjustments would be made to allow access for children who have disabilities. There is a ramp that leads from the Pre-School classroom into the main playground and all the steps have brighter painted edges to improve visibility.
- The toilets/washbasins are easily accessible from each classroom, and if necessary, steps and raised seats are made available. Wheel chair users are able to access this area.
- There is an additional separate toilet in the junior block, accessible from the dining hall, that is available at all times. This is equipped with hand rails that can be raised and lowered to facilitate wheelchair access if necessary.
- The setting has a large car park containing 30 spaces within its grounds, for parents with footpaths for pedestrian use. The footpaths lead directly to the nursery building. There is separate car parking facilities for staff. There is one designated disabled space available.
- It is in the settings annual Development Plan to provide a ramp leading to the Little Acorns classrooms.
- The toilets/washbasins are easily accessible from each classroom, and if necessary, steps and raised seats are made available. Wheel chair users are able to access this area within the classroom.
- There is an additional separate toilet in the junior block, accessible from the dining hall that is available at all times. This is equipped with hand rails that can be raised and lowered to facilitate wheelchair access.
- The physical environment is organised to meet the need of all children and to ensure that all areas of provision, activities and equipment are easily accessible.
- The setting has close links with outside agencies such as physiotherapists and occupational therapists who generally assist with both the provision of specialist equipment and the training in its use.
- Parents also inform the nursery practitioners about the best ways to support their child during the pre-visit sessions and during daily liaison with key persons.
- Trips and visits are planned and the risk assessment ensures that all children are able to access the site, transport and facilities, whilst extra staff accompany children on all outings. (Staff to child ratio 1:4 and additional staff accompany children who have additional needs if necessary). Please note that where possible the setting will provide additional care, as long as AEN funding is available, however, this is dependent on the numbers of children who are supported with this funding. If funding is not available parents are expected to pay.
- Information about the nursery is in our prospectus and also on our website, including all our relevant policies and procedures. All classrooms have a parental information board, and if necessary information

can be provided in different languages. Generally the bilingual practitioners are able to communicate with all our parents. We have practitioners who have accessed some training in basic sign language and the setting also has access to interpreters if necessary. The settings PICO will always make herself available to provide any further information.

- Information is also provided via text messages and emails.

Identification and Early Intervention

What the setting provides

- All children are appointed a key person who is responsible for developing a good relationship with a child and their family, carrying out observations and assessments, and monitoring children's progress.
- The setting offers parents an initial settling in period (pre-visit sessions), where they can stay with their child in the classroom and begin to form a bond with their key person. Starting points for children are identified and discussed with the key person and parent/carer during children's pre-visits. These observations are noted in the child's initial liaison booklet and further observations are taken during these visits.
- Children who come into the setting who have been identified as having Special Educational Needs (SEND) are immediately introduced to the SENCo, Mrs Leeming, to discuss their child's needs. A consent form will be signed by parents to allow the SENCo to take observations.
 - We share learning and development with parents and ask that they provide us with regular information about their child's learning at home, through daily communication and the ParentZone App. Parents also have access to online learning journeys including observations and records of achievements. Parents are encouraged to share experiences, photos and comment from the home life. Daily communication is provided through the iConnect system by key persons.
- Planning for interests through observations and first hand experiences enables practitioners to provide learning opportunities to suit each child's learning style and ensure they are motivated and engaged in the learning process.
- Through our tracking system, observations and planning we are able to monitor children's learning and development and ensure they are achieving well. We provide motivating and challenging environments and activities to further promote this.
- Key persons are able to identify children with More Able abilities and make referrals to the SENCo. Parents' permission is sought with a consent form. The SENCo will observe the child and if necessary a TLP will be put in place.
- Home link activities provide an opportunity for parents to be involved and share their children's progress and interests.
- We provide a language rich environment and children are supported to develop their communication skills at all levels. Children with English as an Additional Language (EAL) are given time to develop their English. Practitioners model appropriate language and keywords are used from the home language as well as visual cues.
- Resources such as talking books are provided in different languages.
- Raising concerns:
- Practitioners will discuss any concerns they have regarding a child's development with their parents and ask permission to seek advice from the SENCO or Nursery Manager at any point.

- The SENCO will then observe the child, discuss the concerns with key person and with parents and either suggest strategies to support the child and develop a Targeted Learning Plan. If necessary, and with parent's agreement, referrals to outside agencies will be made.
- Children's progress is monitored and reviewed regularly to ensure they continue to receive the appropriate care.

Teaching and Learning Part 1 – Practitioners and Practice

- The setting has an Early Years Department and this includes the reception class at ST Pius X. The setting implements the Early Years Foundations Stage Curriculum (EYFS) to the end of the reception year. Children with Special Educational Needs are supported to access to the EYFS curriculum at a suitable level for their age and stage of development by differentiating the targets in the EYFS, the activities and also using the early support document.
- The EYFS initially focuses on three prime areas of learning and development (Personal, social and emotional development, Physical Development and Communication and Language) which begin to develop in response to relationships and experiences, and these run through and support learning in all other areas. The prime areas remain fundamental throughout the EYFS. (EYFS 2012). There are also four specific areas of learning and development (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) that include essential skills and knowledge that grow out of the prime areas, and provide important contexts for learning (EYFS 2012).
- All the classrooms are set up in the ten areas of continuous provision which includes painting, workshop, small world/construction, reading, role-play, malleable, sand, water and a writing area.
- In each area of continuous provision a variety of tools and materials, that enable children to practice and revise their skills, are constantly available. Children can access the resources as well as make choices and decisions independently.
- In order to extend children's interests and skills, the areas of continuous provision are regularly enhanced.
- All activities are planned to enable children to use and develop the characteristics of effective learning.
- During daily and weekly meetings, practitioners use their observations and assessments of children to inform the planning and enable them to provide appropriate learning experiences that develop and extend children's learning.
- All children are able to access the EYFS curriculum as planning is differentiated using targets from different age bands in the EYFS Curriculum and also from the Early Support document. By making adjustments to the physical environment and using some specialist resources, practitioners ensure that all children are able to take part in activities at a suitable level for their ages and stages of development.
- Children are assessed on entry to the setting and their starting points are identified on our tracker. Children's progress is regularly monitored and reviewed through observations, assessments and our tracking systems which are updated every term. All two year olds receive a written progress report and all children receive a written report twice yearly. Parent's evenings are held to discuss children's progress and parents can also speak to their key person on a daily basis.
- The key person's role is to develop a good relationship with a child, their parents and other family members. They are responsible for observing, assessing and record keeping for individual children and closely liaising with parents.
- For children with SEND, the key person is often the one who first identifies any difficulties with a child's learning and development, and they will speak to parents about it.

Teaching and Learning Part 1 – Practitioners and Practice

- Once parents sign the consent form, the SENCO will observe the child and discuss any strategies that will support the child, develop a targeted learning plan and, if necessary, make referrals to outside agencies. The SENCO will carry out half-termly observations and continue to monitor and review a child's progress. All targeted learning plans are reviewed half termly and parents have input in both developing and reviewing them.
- Effective provision mapping at wave 2 enables the setting to provide support for individual and small groups of children who are experiencing similar difficulties. AEN funding is used to increase the staff:child ratios in the classrooms as well as providing any specialised resources. Practitioners also work closely with Speech Therapists and seek advice from the Inclusion Teacher.
- At wave 3 of our provision map, children may need additional support from outside agencies such as the Educational Psychologist, Physiotherapists, Occupational Therapist and Paediatricians etc. The SENCO may also suggest applying for Additional Inclusion Support Funding (AIS) to provide more teacher support and if necessary to increase the ratios in the classroom. Targeted learning plans will continue to be developed to enable practitioners to identify and develop specific areas of learning and development that need more focus.
- From 1st September 2014, Education Health Care (EHC) Plans will be issued instead of statements of SEN. Existing statements will be converted to EHCP's over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Lancashire's Local Offer.
- Additional information regarding EHC Plans can be sought from Oak House Nursery's Inclusion teacher, Vicky Finley, at Vicky.finley@lancashire.gov.uk.
- The settings ENCO works with all practitioners to enable children with SEND to access all the activities by differentiating them to meet individual needs, organising the environment to enable easy access and providing specialist tools and resources.
- Parents are invited to have a tour of the nursery before registering their child and at this time an explanation is given about the settings observation, assessment and planning process. During this tour parents can also discuss any aspects of their child's care, learning and development, including any concerns.
- Parents are included in all aspects of their child's care, learning and development. They are able to contribute to the planning, and for children with SEND, the parents are involved in setting targets and monitoring and reviewing their child's progress through the Targeted Learning Plan. Specific activities are set for parents to work on in the home.
- Specific targets are set for all children to work on at home and nursery, on a termly basis, with suggested activities to enable them to meet these targets.
- Information packs and leaflets are provided for parents in relation to certain aspects of the EYFS, supporting children with speech and language difficulties, the letters and sounds program and the safety of children.
- Parents are signposted to training events at local children's centres and support groups such as the Parent Partnerships on request.
- Children are involved in all aspects of their learning and development, with practitioners finding out about their

interests through observations and discussions, and from information provided by parents.

- Resources are purchased and the environment is also revised regularly according to children's interests and requests.

For children who have communication difficulties, the setting uses a Picture Exchange Communication System (PECS). Practitioners will learn some key words provided by parents to enable children to make their needs known and support them during the settling in period until they begin to develop their English.



Teaching and Learning Part 2 - Provision & Resources

What the setting provides

- The SENCO will take responsibility for liaising with other professionals, Speech and Language Therapist, Health Visitor, Outreach Support Teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for the child.
- The need for specialist resources to meet the needs of children with SEND is determined following advice from outside agencies, parents or through observations. AEN funding is used to purchase them if possible, and some are provided by outside agencies, particularly for children who have complex needs. Speech and Language Therapists (S.L.T) regularly advise the practitioners on how best to support children with language and communication difficulties and the implementation of PECS.
- The SENCO supports all practitioners and liaises closely with parents and outside agencies to ensure they are able to meet the needs of individual children in their care.
- AEN funding is used to purchase resources and increase the staff: child ratios in the classroom in order to support individual and small groups of children with SEND.
- Provision mapping ensures that practitioners can support individual and small groups of children and also enables key persons to be released to attend meetings and liaise with outside agencies.
- The setting ensures that all activities and trips out are inclusive (see p.6). Parents are welcome to help out on trips.
- Planning is differentiated using targets from different age bands in the EYFS Curriculum and also from the Early Support document. By making reasonable adjustments to the physical environment and using some specialist resources, practitioners ensure that all children are able to take part in activities at a suitable level for their ages and stages of development.
- The physical environment is organised to meet the need of all children and to ensure that all areas of provision, activities and equipment are easily accessible. Although the setting is only accessed, it is in our setting development plan to make reasonable adjustments to allow access to the building.
- We are able to accommodate children who need specialist equipment in one of the first floor classrooms.

Reviews

What the setting provides

- Parents are regularly informed about their child's progress during daily discussions and online observations. Parents of children with SEND are also invited to attend Team Around the Family meetings (TAF), review meetings and contribute to targeted learning plan reviews. We hold parent's evenings and a twice yearly written report is provided.
- Parents can speak to their key person at any time as well as the SENCO and the nursery manager by telephone. Alternatively a convenient time for a meeting can be arranged. Parents also have access to their child's record of achievements via iConnect.
- The following arrangements are in place for review meetings for children with Statements or Education Health Care (EHC) Plans. Parents are invited to attend their child's annual review and are asked to submit their views on their child's progress and needs. All agencies involved with the child are invited to attend and asked to provide their views if they are unable to attend. Review meetings are arranged at a time and location convenient to the parents. The voice of the child is expressed during the annual review meeting. Parents are able to access parent partnership support to help express their views.
- Through our tracking system, observations and planning we are able to monitor children's learning and development and ensure they are achieving well. This information is discussed regularly with parents.
- Liaison with parents is good, practitioners can communicate with parents using iConnect on a daily basis including information about what children have eaten, if they have slept and the activities they have enjoyed. Parents use ParentZone to inform practitioners about their child whilst at home.
- Parents are fully involved in all planning and decision making regarding their child's learning and development as well as plans for their future education.
- Parents are able to share their child's achievements with the practitioners via home link activities and 'wow' moment slips that are available in all classrooms. They can also arrange to come into the setting and take part in activities such as baking, arts and crafts or reading stories with small groups of children.

Transitions

What the setting provides

- The nursery offers children a settling in period of 5 free hours, this can be used however parents wish. (see page 9).
- Children who are due to move into another classroom will have a few visits supported by their key person, followed by short taster sessions with their new key person.
- Children who are due to start school generally have visits from their new teacher in the nursery and also have some taster sessions in their new school. It is the same procedure for children going into the reception class at St Pius X Preparatory School.
- A transition document is completed for all children and this is passed on to their new school.
- For children who have more complex needs, a transition meeting with all the practitioners and professionals involved is organised and an All About Me Profile is completed, containing details of the targets, strategies and equipment that will be necessary to continue to support the child in school.
- For some children who have physical and sensory difficulties and require specialist equipment, an Environmental Audit is necessary when they are preparing to move to a new setting. The SENCO will organise this. Audits can be completed by the Nursery Manager or from an advisor employed by LCC.

Staff Training

What the setting provides

- All practitioners in our setting are qualified nursery nurses and nursery assistants.
- The nursery manager is a qualified teacher. There is a nursery SENCo who is part of the SENCo team. The school SENCo is a qualified teacher and has completed the National Award for Special Educational Needs (SEN) Coordination. All classes have at least two practitioners who are trained to level 3 and above. In the pre-school department there is a qualified teacher, an EYP and a practitioner who is trained to level 5, all other practitioners hold a level 3 qualification.
- All practitioners attend regular training courses related to the EYFS and supporting children with SEND.
- The SENCO regularly attends training to enable her to fulfil her role and she supports all the practitioners to ensure they are able to meet the needs of the children.
- The SENCO and all the practitioners are very experienced in supporting children with a range of SEND, including Speech and language difficulties, Autism, global delayed development and physical difficulties.
- The setting is currently working towards achieving the Lancashire Quality Award and part of the criteria for achieving this involves providing evidence that we are committed to inclusive practice.

Further Information

What the setting provides

- The SENCO will provide contact details for Parent Partnerships and other agencies who can provide relevant support for parents/carers.
- Parents are welcome to speak to their key person, nursery manager or the SENCOs at any time.
- Parents can also speak to Mr Platts the Head Teacher of the school if they are unhappy with any aspect of the service provided.
- We have a thorough complaints procedure which is available for parents to view on the school website.
- The management can be contacted by calling the school telephone number 01772 719937 or emailing the school secretary on enquiries@st-piusx.lancs.sch.uk.
- Information relating to planned events are provided via text messages, emails and letters.
- Parents can always talk to their key persons at the beginning and often at the end of a session.