



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Greenlands Nursery Unit**

Lancashire

County
Council



The Link to Lancashire County Council Local Offer is www.lancashire.gov.uk/SEND

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| Setting Name and Address | Greenlands Nursery Unit | | Telephone Number | 07720440449 |
| | c/o Greenlands CPS Dawnay Road Preston PR2 6BB | | Website Address | www.greenlands.lancsngfl.ac.uk |
| Does the settings specialise in meeting the needs of children with a particular type of SEN? | No | Yes | <p>Staff in the setting have gained a vast amount of experience over the years. We have worked with children on the autistic spectrum, children who are delayed with their speech or children who have been unable to speak. We are familiar in using picture exchange cards and are confident and consistent in using behaviour management for children who can sometimes be challenging. We attend relevant courses if there is a specific area of need to gain more knowledge on that need.</p> <p>We have been open 21 years and have worked closely with other professionals from outside agencies to put their strategies and ideas into practice.</p> | |
| | | X | | |
| What age range of pupils does the setting cater for? | 3-4 years | | | |
| Name and contact details of your setting SENCO | Mrs Marian Middleton (Special Educational Needs Co-ordinator) 07720440449 m.middleton@greenlands.lancs.sch.uk | | | |

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| Name of Person/Job Title | Mrs Marian Middleton - Manager |
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| Contact telephone number | 07720440449 | Email | m.middleton@greenlands.lancs.sch.uk |
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Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the schools website via the nursery link.

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| Please give the URL for the direct link to your Local Offer | http://www.greenlands.lancs.sch.uk/index.php?category_id=22 | | |
| Name | Mrs Marian Middleton | Date | 1/11/2019 |

The Setting

What the setting provides

- We are a pre-school, situated within Greenlands CPS. We opened in January 1999.
- We are a non profit making organisation run by a management committee. We cater for 3-4 year olds and open term time only. We offer 15 hours per week which is over 5 mornings, 3 hours sessions
- The setting is bright, colourful, and airy. Children's work is celebrated through displays.
- We have 2 members of staff who are both qualified
- We have places for 16 children per session
- Mrs Middleton is the manager with 32 years' experience who is also responsible for behaviour and overseeing the SEN. (Special Educational Needs)
- Mrs Dewhurst is the deputy supervisor and is responsible for overseeing the setting in the manager's absence, she is also the PICO (Parent Involvement Co-ordinator) and ENCO (Equal Opportunities Co-ordinator).
- OFSTED registered.

Accessibility and Inclusion

What the setting provides

Accessible environment

- All of the building is wheelchair friendly and accessible for most needs. Adjustments can be made within the setting for any particular SEN i.e. visual impairment, through carrying out an environmental audit.
- Accessible parking to the front and rear of the building.
- Definite accessible changing and toilet facilities.
- Risk assessments carried out on a daily basis, indoors and outdoors.

Accessible Information

- All policies are available to look at in entrance to the setting; copies can be made available on request.
- We have a link from the school website.
- The manager of the setting and staff will support parents if they need to fill in forms.
- Information shared with parents daily and meetings held termly.
- Learning journeys easily accessible
- Parents notice board available
- Staff trained in some aspects of developing children's Speech and Language.
- Before starting nursery, the setting gathers information about the child using an 'all about me' sheet

Accessible Provision

- All resources are available to all children
- Resources clearly labelled with photographs
- Access to symbols and pictures (visual timetable)
- Furniture is modern and at a suitable height for the age and development of the children

Identification and Early Intervention

What the setting provides

- The setting works with parents to identify starting points for each child, assessments and observations are used to identify children with SEN.
- Parents are encouraged to share any information and concerns that they may have, this can be during the home visit or before and after Nursery sessions.
- Health visitors may contact the Nursery if any concerns are raised or identified before or when the child starts Nursery.
- Keyworkers work together looking at each child's termly assessments. Judgements are made and staff plan interventions according to pupil need. Any concerns that are noted by staff will be discussed privately with parent/carer. If needed, we would ask our Inclusion Teacher for additional advice and support.
- Manager, Key worker and parent work together and prioritise the area of need and a TLP (targeted learning plan) is drawn up using Smart Targets and evaluated.
- We try to meet the needs through our provision and expertise, but we also have links with other professionals to gain additional advice and support. If a child has a specific need then a CAF/TAF would be completed with the parents/carer.
- A Sen policy is in place

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

- We have two staff, a Manager who has 32years experience and a Deputy Manager who has an NVQ Level three in childcare. The Manager is the SENCO.
- The Nursery follows the Early Years Foundation stage and ensures all the SEN requirements are met.
- Planning is from the children's interest /observations
- Indoor and outdoor provision is of equal importance
- The use of visits and visitors are used to enhance learning skills.
- Assessment is used to identify, plan and deliver intervention
- Parents are involved in children's learning and information given out on targets
- Parents are regularly invited into the setting for events

What the setting provides

- Teaching and learning is developed through play, taking into account the seven areas of learning. Key workers take account of the children's interests and characteristics, make observations, they set up the environment from this information, evaluate what is observed, and then plan next steps. We use enhancements to further development and interests.
- We use the Early Support Links to Development Matters in the EYFS booklet, and the Provision Mapping Booklet, to gain information /ideas, to help the children.
- Progress monitored through ongoing observation/assessment. Children's progress is tracked each term, and parent / key worker meetings are held.
- The key person gives reassurance, makes them feel safe/settled, and cared for appropriately; establish good firm relationship with them and their parents. Records are kept and updated and shared with parents and other professionals if necessary.
- We encourage children to recognise their own unique qualities, promote equal opportunities and anti-discrimination, making sure all families feel valued, included and safe. Staff continue their professional development by attending courses and in-house training to give support to children with needs. Resources/equipment would be purchased to assist with learning and development, if a child came with a disability.
- Key workers liaise with each other by discussing key children who have/may have SEN. They ensure that needs are met by delivering and differentiating activities/planning/language so that they all achieve. Key workers make sure that resources are appropriate and accessible, and gain knowledge by researching and seeking out information either through therapists or IDSS if SEN is more complex. TLP's (targeted learning plan) are devised and are accessible to all staff. The SENCO is responsible for making sure the SEN Policy is adhered to, maintaining the SEN register, co-ordinating provision, liaising with the parents with children with SEN, contributing to in-house training and cascading of information, liaising with external agencies ie medical and Educational Psychologist. The SENCO oversees that records are kept and maintained and that the needs of all the children are met.
- We use Provision mapping as a tool to identify how the children's needs are met within the setting, supporting children who are not achieving with levels of progress and development. We look at the four main (Communication & Interaction, Physical and Sensory, Learning and Cognition and Social, Mental and Emotional Health) areas identified within the new SEN Code of Practice, taking into account the provision through the 3 waves, Wave 1 universal, Wave 2 graduated approach, Wave 3 SEN and adopting a graduated approach ie assessment, planning and reviewing actions to identify good progress. TLP's (targeted learning plans) are drawn up if a child is identified as being at wave 2/3.
- For children with SEND an Access Action Plan would be completed, to demonstrate meeting the needs of children in relation to their disability, making reasonable adjustments within our provision if necessary. We evaluate and identify any needs which could be improved for the future.
- We sometimes have available information through leaflets/news letters, about events held at the Children's Centre, which would benefit parents and their child; we then pass this onto them.
- Children are encouraged to make their own choices in a number of ways either by gestures (pointing, nodding etc) or using pictures or 'now and then' board.

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Teaching and Learning Part 2 - Provision & Resources

What the setting provides

- We have a wealth of resources supporting continuous provision where children can self-select and work independently
- All children with additional needs are supported by the appropriate resources with advice from other professional's or the SENCO.
- The AIS money is used to provide extra hours for staff time or if need be, towards special equipment.
- Provision mapping is in place and the Nursery has links with the Inclusion teachers, Health Services, Children's Centre and Social Care.
- All children are included on outings/trips and parents would be included in the planning process to ensure individual needs are met.

Reviews

What the setting provides

- We have an open door policy, parents/carers are seen as partners and can talk at any time about their child. Parents are invited into Nursery each term to share assessments and discuss progress. Additional meetings are held if we have children with SEN.
- Discussion about the EYFS is shared with the parents and age bands are looked at as to where the child should be for their age.
- Parents/carers will be involved in all areas of planning for their child's education. This is done on an informal and formal basis.
- Parents and carers are actively encouraged to share information from home, either with staff verbally or written down on a leaf for our news tree. The information then contributes towards the planning and the children's learning journeys.
- We have days when we invite all parents/carers into nursery for special days i.e. to join in PE, Early reading activities, maths activities for parents Christmas sing a longs etc.

Transitions

What the setting provides

- We hold an open day for children and parents at the end of the spring term. 'All about me' sheets are completed and information shared.
- If a child is transferring from another setting the nursery will contact them for information.
- We do home visits and take along a photo book showing the setting and keyworkers. We show and talk to the child about the nursery.
- Before the children leave our setting to go to school a transitional plan will be drawn up if any additional needs/SEND, and a transitional meeting will take place with staff from both settings, external professionals and parents meet to discuss the needs of the child when they move up to school.
- We have a large photo album which contains lots of photographs of the school where our setting is located we look and talk about the pictures to prepare the children for school.
- Before the children start school they have taster sessions where they go into class with their parents and then on their own, to familiarise themselves with the class and immediate surroundings.
- The Reception Teacher meets with the Nursery Staff before the end of the summer term to share/discuss key information about the children. This is with parents' permission.
- All children's trackers showing their development bands are given to their next setting/school.

Staff Training

What the setting provides

- 2 staff. The Manager and the Deputy
- The Manager has over 32 years experience and has a B-Tec Nat Certs in child care and endeavours to meet the needs of all children who may have SEN needs gaining knowledge through attending courses and meeting with other professionals.
- Deputy is trained to an NVQ 3 level and attended various speech and language courses and has 11 years' experience.

- All staff are Paediatric First Aid Trained
- Staff attend regular courses to further their knowledge and skills in all areas.

Further Information

What the setting provides

- You can contact the nursery for any further information.
- Parents can come into nursery to talk to their child's key worker or any other member of staff.
- If parents are unhappy they can talk to the manager.
- The nursery has an open door policy and parents and carers can come in at any time.
- Parents and carers can talk to their child's key worker or any other member at pick up and drop off time.
- Appointments can be made if needed.
- Contact can be made through the day by telephone.