



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Tigers, Marsden Hall Community Centre**

Setting Name and Address	Little Tigers Marsden Community Centre		Telephone Number	01282 603375
	Marsden Hall Road North Nelson Lancashire BB9 8JL		Website Address	http://waltonlane.org
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we have supported children with a range of special educational needs	
	X			
What age range of pupils does the setting cater for?	2-4 years			
Name and contact details of your setting SENCO	Karen Jackson karen.jackson@waltonlane.lancs.sch.uk			

The Setting

What the setting provides

The setting provides care for 50 2-4 year olds. The sessional day care takes place from 8.30am – 4.30pm, five days a week, term time only. This includes access to funded 2 and 3 year old places.

The setting caters for children 2-4 years and is organised into Key Person groups of up to 10 children. The room is a large open plan room, with access to outdoor play throughout the session. This is a pack away setting and the community centre is used for other services for the community in the evenings and at weekends.

The setting has the support of two teachers. There is also 1 team leader and 1 Senior Practitioner. The service has a majority of Level 3 practitioners and some level 4 practitioners and level 2 practitioners. The level 3/4 practitioners act as Key Persons. The service works on the following ratios:

2 years olds 1:4

3 year olds 1:8

The Key Persons are responsible for a group of up to 10 children each session and support the children's development through observation, assessment and individualised planning. They are supported in this by the 2 teachers. The Senior Link Worker is the Special Educational Needs Coordinator and Key Persons would speak to the SENCO/Teachers if they have any concerns or if parents have discussed any concerns about a child's progress. There is also a named Equality Coordinator and Parental Involvement Coordinator. There are also 3 nominated safeguarding officers.

The Senior Teacher leads the full day care and along with the Directors of the Rocking Horse Club Ltd has overall responsibility for the setting. The Senior Teacher works together with another teacher to monitor the quality of the provision and in supporting all practitioners in their roles as Key Persons and in supporting children's learning.

Accessibility and Inclusion

What the setting provides

The Rocking Horse Club forms part of the Accessibility Plan for Walton Lane Nursery School and Children's Centre and this is available to view here <http://www.waltonlane.org/general/policies/wlnsccaccessibilityplan2013.pdf>

The Building:

The service is housed in a community centre building. The building is wheelchair accessible from the majority of entrances. There are accessible parking spaces at the front of the building. The building is accessed via a bell at the front door and is closed at all times.

There is one disabled toilet in the building. This is an adult facility but can be used for children if they require. Toilets are accessed by children using stepping stools and there is one sink at child level.

There is a little storage space in the nursery for any specialist equipment.

The room is accessed through a carpeted reception area.

The majority of internal doors are wheelchair accessible. The doors to rooms have viewing panes at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with bolts.

There are parent information boards throughout the building. These contain information about Walton Lane Nursery School and Children's Centre and Full Day Care. They make reference to some policies and policies are available for parents both electronically or in printed format. We strive to support all parents in accessing information and would be able to provide information in larger print if needed and if able will provide information translated into other languages. We would endeavour to support parents through using outside agencies or online tools in order to ensure they understand and have access to information. This is supported by looking at the needs of individual families and then looking at how we can support this. In the past we have had the support of our bilingual staff and also the support of a translator through liaising with the Health Visitor Service. We also have a website that covers all aspects of Walton Lane Nursery School and Children's Centre and the Full Day Care and this allows parents to access information electronically if they so wish.

The room:

The room is one open plan room, with 1 bathroom (children's toilets and changing facilities), a reception area and kitchen area (not accessible to children), these are all wheelchair and other mobility equipment accessible. The room is illuminated by strip lighting and there are blinds on all windows. The walls are painted in a pale colour with display boards at adult and child height. The floors are beige vinyl and there are rugs in key areas. There is one adult sink for washing up after snack and a kitchen area to prepare snack, this is in a separate room, visible through a hatch. There is one fridge for storing milk and other food items that may be used for snack. Apart from the kitchen areas all other furniture in the nursery room is free standing.

This allows us to change the layout of the room to make space for any specialist equipment or to ensure that the room is accessible for children who may need the use of a wheelchair or walker. We would complete a Personal Emergency Evacuation Plan and Risk Assessment before a child started in nursery and this would be taken into consideration throughout their time with us when any room changes were to be made.

All tables and chairs are at child level, as is any other equipment e.g. sand and water, malleable tray. We have carpets in areas to ensure that there are comfortable areas for relaxation and play. The computers are on low tables and the interactive white board is height adjustable. All storage units are at children's height and resources are easily accessible to children. Children are supported in their independence skills through clear labels and silhouettes to show where resources should be kept. The room is organised into different areas of provision e.g. role-play area, sand and water. The resources available are planned to support children's individual needs and so are appropriate for all children's stage in development.

The Outdoors:

The outdoor environment is freely accessible to children during their sessions at nursery and is wheelchair accessible, this encourages them to follow rules and develop independence skills.

The outdoor environment consists of a level tarmac area and a grassy slope. The tarmac area is even and is suitable for children who use walking frames or wheelchairs. The grassed area is on a slope. There is also access to a large, fenced play area at the front of the building. This can only be accessed by children with staff as they need to alongside the car park. This area is wheelchair accessible and is level.

Activities outdoors are also provided in height adjustable tables and the resources used outdoors on a daily basis are chosen and adapted to suit the needs of all children attending the setting.

There is information available to parents in the main room in the setting. If possible we would translate this information for parents and use large font if necessary. Parents who have English as an additional language are supported in understanding through one to one discussions and if need be we would look towards the support of ICT equipment to help with translating or working alongside outside agencies to have the support of a translator. Parents are encouraged to be involved in their child's learning and to input and share information with their Key Person through our online observation system and also through our planning systems. If a child has any additional needs parents are fully involved in the Targeted Learning Plan process and this is shared with parents one to one, this allows us to support any parents in their understanding.

Identification and Early Intervention

What the setting provides

As a full day care provider we use the Early Years Foundation stage curriculum to support children's learning, development and progress. We have a rigorous assessment process in place, which is used by the Key Persons to fully understand children's level of attainment and if they are working below, in line or above their age related expectations (in months). The Key Persons then use this information to ensure that they are planning to meet all children's individual needs and interests. This also allows us to ensure that we become aware of any children who may have special educational needs very early on in their nursery education and so allows us to begin early intervention, supporting both the child's and parent's needs.

We use an online observation system 'Early Years Orbit' to observe and assess children against the Early Years Foundation Stage Development Matters statements. Further examples of children's involvement in activities are placed in their Learning Journeys. Both our online observation system and the children's Learning Journeys are available to parents and we encourage parents to input into them. The Learning Journeys also include tracking information about the children's progress across the areas of learning and development with the Early Years Foundation Stage and information from screening tools such as 'Wellcomm' for Speech and Language. Parents have the opportunity to meet with their Key Person four times a year and this gives us the opportunity to discuss the online observation tool, assessment and Learning Journeys with the parents so that they fully understand what they are, how they work, how they are used in nursery and how they can contribute to them.

The routines allow time both at drop off and pick up times for a parent to discuss any issues or concerns with their child's Key Person. We also make arrangements for parents to input into their child's planning through our individual planning process. Four times a year the Key Person will assess the level the child is working and what they feel are the child's next steps and they will ask the parent for information on their child e.g. anything that is happening at home at the moment, the children's interests and if they have any questions, comments or concerns about their child's progress. All of this information is then used to plan for the child. This information is shared in a short report for parents that include children's next steps. The Key Person will then arrange to meet with the parent to discuss their progress and any concerns. Additional appointments can be arranged outside of these times.

All children who attend the full day care have the 2 year old check. This is completed by the Key Person with the support of a teacher and is in the form of a report. This is shared with parents and their views are included. This gives us further opportunity to identify any additional need at an early stage and early intervention strategies would be used to support this.

Through these processes we can identify if a child may be experiencing any difficulties or delay in their development. This is then shared with parents. The SENCo and Key Person would meet with the parents to discuss what they feel are the child's strengths and the areas where they may be experiencing some difficulties or delays. At this point we would begin to discuss if we feel there is a need to put a Targeted Learning Plan in place for the child and explain what this means to the parent. We would also discuss with the parent if we felt that there may be a need for any support from outside agencies or for the Common Assessment Framework to be used to support the process.

Our Special Educational Needs policy provides the context for supporting children through these steps. Our SEN policy is available in the setting or you can see it by following this link <http://www.waltonlane.org/general/policies/senpolicy.pdf>

We use provision mapping to identify ways in which we support all children. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our Provision Mapping in the setting or by following this link <http://www.waltonlane.org/general/policies/wlnsandccprovisionmapping.pdf>

We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The setting works within the framework of the Early Years Foundation Stage. The services are resourced according to the age phase and needs of the children. Teachers and Key Persons use Development Matters, Characteristics of Learning and the Statutory Guidance for the EYFS to plan provision and activities for the children. The EYFS identifies three prime areas of learning and development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

and four specific areas of learning and development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the 0-3 age phase the Prime Areas are the focus. In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas. Teachers and Key Persons use their assessment of children to ensure that they are focusing on their areas of need. Children's development in nursery is monitored continuously through day to day observations and summative assessments four times a year. The observations are placed on our online Learning Journey system 'Early Years Orbit' and shared with parents. These observations are linked to the Development Matters statements and the Characteristics of Learning. Teachers and practitioners assess if children are emerging, developing or secure for each development matters statement and may identify next steps that can be planned for through adult led activities or continuous provision. The summative assessments are shared with parents each term and the teacher and key person identify some next steps for children in nursery, parents are given the opportunity to identify any further next steps they feel their child needs.

Activities and provision are adapted to suit the needs of all children. Teachers and Key Persons differentiate the activities that they plan and the continuous provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Teachers, Key Persons and other practitioners are sensitive to the developmental needs of the children and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs. Any children identified as having any additional needs are supported through our Provision Mapping (see <http://www.waltonlane.org/general/policies/wlnsandccprovisionmapping.pdf>) and at Wave 2/3 would be supported through their own Targeted Learning Plan in addition to our usual observation, planning and assessment processes. The Key Person is supported in developing the Targeted Learning Plan by the SENCo and parents are fully involved in this process. If the SENCo, key person, teachers and parents feel there is a need for further support or resources then we would discuss applying for Additional Inclusion Support funding.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in full day care. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. The key person meets with parents during the settling in period. This allows them to introduce the staff and support parents in understanding the EYFS, the routine, the key person role and how we will observe, assess and plan to meet their child's needs. It is also an opportunity for us to let parents know how they can get involved and how they can support their child's development at home.

All key persons plan for their children through individualised planning. This includes discussing children with their parents four times a year and using this information to further support the planning. We also encourage parents to let us know about any next steps and interests throughout the week through the Parents Planning Board. When the key person meets with parents it is an opportunity to support parents in further understanding the EYFS and how their child is developing. It is also an opportunity to share ideas for ways in which they are able to support, encourage and develop their child's learning at home.

Each Key Group has their own Group Book in which Key Persons inform parents of what their child and the rest of the group will be focusing on each week. This includes information about how parents can support their child at home in the particular area. The Key Person also places photos and children's work in throughout the week so that parents can see what their child has been doing.

Parent information boards also display information about elements of early learning and development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's Key Person or Teacher at any time if they would like further information or advice about supporting learning at home.

What the setting provides

The setting is resourced to support the children's developmental needs, this includes resources that support children who may have additional needs. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and teachers. For some children it may be the case that at specific times of the day they require additional support. We endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

We like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

Reviews

What the setting provides

Parents have the opportunity to speak to their child's key person, team leader or teacher each day. The key person provides information to parents 4 times a year about how the child is doing. If the service had any concerns about a child's development then we would endeavour to speak to the parents as soon as possible in order to support them in developing an understanding of their child's additional needs, how we are going to support these needs, how they can support their needs and if necessary becoming aware of the process in getting the support from other professionals.

Our rigorous assessment processes allow us to look at each child individually and how they are developing across the Prime Area and Specific Areas of the EYFS. We identify through observation and discussions if a child is working below, in line or above age expectations (in months) and then plan to meet their needs and ensure that they make good progress. This again gives us opportunity to identify any additional needs early and support the child and parents through early intervention.

Transitions

What the setting provides

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the service and spend a short amount of time in the room. The team leader and key person will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can. The key person will take the opportunity to speak to parents about the child and gather information that may support the transition through our All About Me and Essential Information forms.

If a child has additional needs when starting we would hold a more formal meeting with parents, SENCo., teacher and key person to ensure that we fully understand their needs and are prepared for them to start. This may include writing an access plan, moving furniture, writing a Healthcare Plan and completing risk assessments. It may also include organising specific training to meet the needs of a child e.g. using Makaton.

We have a comprehensive transition policy and procedure which we follow when children join nursery or leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed by following this link <http://www.waltonlane.org/general/policies/transitionpolicy.pdf>. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

When children are ready to move to school or are moving to a new setting we contact them to arrange for their new teacher/key person to visit them in nursery if possible. We also plan and develop activities to support children with this transition. If a child has additional needs and we feel that they may need additional support in moving to their new school we would arrange a more formal transition meeting, inviting the teacher and SENCo from their new school, the parents, key person, nursery teacher and any other professionals we feel would support the transition. At this meeting we would share the child's Transition Plan (which is written in the first person please see link <http://www.waltonlane.org/general/policies/transitionplanexample.pdf>) and discuss how we can support them. In some cases we may identify that they need more visits to school than others and would try our best to support this.

Parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child.

Staff Training

What the setting provides

We have the following numbers of practitioners with these levels of qualification:

2 teachers who hold Qualified Teacher Status.
2 at Level 4
4 at Level 3
2 at Level 2

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

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

ELKLAN - Speech and Language
ECaT – Every Child a Talker
I Can
Early Language Development
Autistic Spectrum Disorder Awareness
Makaton signing
Managing behaviour in early years settings

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

Further Information

What the setting provides

If parents would like further information then they can contact the SENCo for the full day care, Beverley Wilkinson.

Parents have the opportunity to speak to their child's key person daily. This should be a parent's first contact, as the key person works closely with their child and gets to know them very well. If they need to discuss any further concerns then they would be able to speak the team leader, senior practitioner, teacher or SENCo.

All teachers and practitioners in nursery school support the education of each child, although the key person would plan specifically for them and their needs.

We have a Complaints Against the Curriculum policy and a Centre Complaints policy that can be viewed here <http://www.waltonlane.org/general/policies/centrecomplaintspolicy.pdf> and <http://www.waltonlane.org/general/policies/complaintsagainstcurriculum.pdf> If parents are unhappy they should firstly speak to the team leaders in in the service or they could ask to speak to the Senior Teacher for the full day care.

We encourage parents to feel comfortable in accessing the setting at all times and so we are more than happy for parents to drop in throughout the day. However we would recommend that they make an appointment if it is a specific person that they may want to talk to.

Parents have the opportunity to speak to their child's key person each day, they also have more formal meetings four times a year. If however they need to speak to someone at another time then they are more than welcome to make an appointment.

Parents can communicate with staff in a number of ways. We have facilities to communicate through phone, e-mail and children aged up to 3 have a Daily Report Sheet. We would also have a Home School diary if we felt it would benefit the child/parents.