



**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of Setting:** Walton Lane Nursery School

November 2021

<b>Setting Name and Address</b>	<b>Walton Lane Nursery school</b>		<b>Telephone Number</b>	<b>01282 613437</b>
	<b>Walton Lane Nelson BB9 8BP</b>		<b>Website Address</b>	<a href="http://waltonlane.org">http://waltonlane.org</a>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>x</b>		<b>As a setting we have supported children with a range of special educational needs</b>	
<b>What age range of pupils does the setting cater for?</b>	<b>3-4 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Jan Holmes</b> <a href="mailto:jan.holmes@waltonlane.lancs.sch.uk">jan.holmes@waltonlane.lancs.sch.uk</a>			

## The Setting

### What the setting provides

#### The setting

Walton Lane is a mainstream nursery school. We believe that every teacher is a teacher of every child or young person, including SEND. With this in mind we think about how children learn as individuals and their own specific needs, we plan to meet these needs changing our teaching and environment as appropriate.

The setting is a 100 place nursery school for children aged 3-4 (50 places am and 50 places pm) in a building that also houses full day care. The sessions take place from 9.00am – 12.00pm and 1.00pm – 4.00pm five days a week. Additional care can be accessed through our fully integrated full day care from 7.30am until 6.00pm. The nursery school provides care during term time only.

The nursery school caters for children aged 3-4 years old and is organised into Key Person groups of up to 10 children. The room has two sections joined by a corridor and both are accessible to children throughout the session, as is the outdoor environment.

The nursery has a Headteacher, Senior teacher and full time class teacher. There is 1 part time Higher Level Teaching Assistant who acts as Key Person each nursery session, as well as the teachers. They are further supported by 3 other Early Years Practitioners (one of which works specifically with children identified as having any additional need). The nursery works on a ratio of 1:13.

The Key Persons are responsible for a group of up to 13 children each session and support the children's development through observation, assessment and individualised planning. The Head Teacher is the Special Educational Needs Coordinator and Key Persons would speak to the SENCO if they have any concerns or if a parent has raised any concerns about a child's progress. The nursery school also has a named Equality Coordinator. There are also 3 nominated safeguarding officers.

The Head Teacher leads the nursery school and has overall responsibility for the setting. The Head Teacher and Senior Teacher work together to monitor the quality of the provision and in supporting the teacher and practitioners in their roles as Key Persons and in supporting children's learning.

## Accessibility and Inclusion

### What the setting provides

#### The building

The nursery school has an Accessibility Plan.

The nursery is housed in a purpose built single story building. The building is wheelchair accessible from the majority of entrances. There are 4 accessible parking spaces at the front of the building, one of which is a disabled parking space. The building is accessed via a buzzer/intercom system linked to reception and then further security is in place for the other services.

There is one accessible toilet in the building. This is an adult facility but can be used for children if they require. All other toilets in the nursery room and sink facilities are at children's level.

There is a pram park outside the reception of the building and a little storage space in the nursery for any specialist equipment.

The corridors are illuminated by strip lighting there is no natural /day light in these areas. The walls are painted cream and the skirting white. The flooring is navy blue vinyl throughout.

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 keys. There are signs which name the rooms and toilets.

There are parent information boards throughout the nursery building. These contain information about the nursery school 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 Rocking Horse Club and this allows parents to access information electronically if they so wish.

#### The room

The nursery school consists of two rooms joined by a corridor which is wheelchair and other mobility equipment accessible. The rooms are 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 black vinyl throughout and there are rugs in key group areas. Both rooms have a sink area, both have two sinks at child height to encourage and support

independence. There is one adult sink in the second room for washing up after snack. 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 rooms 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. It is accessed down a ramp that is accessible to wheelchairs and mobility equipment. There is a gate at the bottom of the ramp and children ring a bell to get the attention of an adult who will then let them through the gate to access the outdoor area. This allows children free choice in whether they play indoors or outdoors and encourages them to follow rules and develop independence skills.

The outdoor environment consists of a large tarmac area, 2 smaller soft play areas for climbing equipment, some grassed areas and a nature trail (not wheelchair accessible). The tarmac and soft play areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are generally flat but there is some natural unevenness in the ground.

There is a large sand house which is accessible to children using walkers or wheelchairs. There are tyres embedded into the ground (grassed area) for climbing and are clearly visible. There is a digging area that has a lid that is removed. The digging area is surrounded by wood and is off ground level. The mud pie kitchen is at child level and accessible to children in wheelchairs or using walking frames. 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 nursery. There are raised beds in the children's outdoor allotment area for growing herbs, vegetables and plants, at child level.

There is information available to parents in the reception / cloakroom area in nursery. 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. Key Persons display for the parent and carers the activities their child is going to be involved in that week and evidence of how they have completed different activities. 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 nursery school we use the Early Years Foundation Stage, Development Matters and our own 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 allow 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 parents' needs.

We use an online observation system 'Target Tracker' 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 In The Moment Planning process provides assessment data for parents; this is shared in a one to one discussion, so that parents fully understand. We also use the Wellcom Speech and Language assessment tool to identify any difficulties a child may be having with their Speech and Language. We hold a parents evening before the start of a child's nursery 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 nursery routine allows 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 focus child planning process. Each child is a focus child for a week once a term. During this process 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 child's interests and if they have any questions, comments or concerns about their child's progress in nursery. All of this information is then used to begin to plan for the child's focus week. For the full week all planning in nursery is focused on the focus children and then at the end of the week the Key Person will make comments on the child's progress, collect evidence of what the child has been doing that week and write a simple report to share with parents. The Key Person will then arrange to meet with the parents the following week to discuss their progress and any concerns. Additional appointments can be arranged outside of these times .

Through this process 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 in which 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.

We have good links with a variety of outside agencies, including Family Safeguarding, Children and Family Wellbeing Service, Speech and Language, the Inclusion Service, Educational Psychology team and Child Development Centre. We use the CAF process if needed to support children in going through the SEND pathway and are fully aware of how to support children and parent through this process, including if the child's needs are significant the Education, Health and Care Plan 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>

In the nursery school 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). We use provision mapping to identify ways in which children can be supported, any extra resources that may be available or are needed and any extra support through staffing or intervention.

## Teaching and Learning Part 1 – Practitioners and Practice

### What the setting provides

The setting works within the framework of the Early Years Foundation Stage, Development Matters and our own curriculum. The nursery is 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

The specific areas of learning and development are:

- Reading
- Writing
- Understanding the World
- Expressive Arts and Design

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 'Target Tracker'. The observations are linked to the Development Matters statements and the Characteristics of Learning. Teachers and practitioners assess if children are beginning, working towards or secure for each 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 in nursery. 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 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,

If teachers and parents feel there is a need for further support or resources then we would discuss applying for Additional Inclusion Support funding. A CAF may be put in place to support the SEND pathway and children and parents would be supported through the Statutory Assessment for an EHCP if this was felt needed.

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 nursery. 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. In the nursery we hold a parents evening for parents in the term before their child is due to start. This allows the teachers to introduce the staff and support parents in understanding the EYFS, the nursery 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. In our nursery we have focus children each week and for further information about their child. Each child is a focus child once a term and this involves a meeting with parents the following week. These meetings 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.

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.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the Key Person sits down with the child and they look through the learning journey together. The Key Person talks to the



child about the things they have done.

The nursery 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 in nursery school. For some children it may be the case that at specific times of the nursery day they require additional support. As a nursery we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In nursery 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. We have an Educational Visits Coordinator who plans any outings using the online system Evolve.

## Teaching and Learning Part 2 – Provision and resources

### What the setting provides

The nursery 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.

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## Reviews

### Reviews

Parents have the opportunity to speak to their child's Key Person or a Teacher each day. The Key Person provides information to parents twice a term about how the child is doing, this is through our individualised planning process when each child is a focus child once a term and also through the summative assessment process each term. If the nursery 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 curriculum. 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

### Transitions

Before children start attending our nursery 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 nursery and spend a short amount of time in the nursery room. The teacher and Key Person will talk to parents about 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 at nursery we would hold a more formal meeting with parents, SENCo., teacher, Key Person and any other professional we feel would be appropriate, to ensure that we fully understand their needs and are prepared for them to start nursery. 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 meeting 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. 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 we contact all schools to arrange for their new teacher 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 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

### Staff Training

All practitioners in nursery are qualified to level 3 or above. There are also 2 teachers who hold Qualified Teacher Status and one has completed training on Special Educational

Needs, the National Award in Special Educational Needs Coordination.

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

## How do we know that what we provide for children is effective?

How do we know that what we provide for children is effective?

All SEND children will have either, be supported in getting: an Education, Health and Care Plan (EHCP) or an SEN Support Plan. For most children with SEND, a Targeted Learning Plan (TLP) will also be written. All of these are reviewed regularly, as laid out above. The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is reported on through meetings with Governors and the Governors' reports. For pupils with Education , Health and care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice; The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness of SEND provision. Any additional provision for all child (whether or not they have SEND) is carefully recorded (mapped) by the Senior Leadership Team and / or SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

## Further Information

Further information

If parents would like further information then they can contact the Headteacher Jan Holmes or the SENCo for the nursery.

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 to one of the Teachers in Nursery School or contact the 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 Complaints Against the Curriculum Policy and a Centre Complaints Policy that can be viewed here <http://www.waltonlane.org/general/policies/centrecomplaintspolicy.pdf> If parents are unhappy they should firstly speak to the Teachers in Nursery School or they can speak to the Headteacher or SENCo.

We encourage parents to feel comfortable in accessing the Nursery 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 and the Teachers each day, they also have more formal meetings three 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 if we felt it would be beneficial to parents or the child a home school diary.