



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **ASHLEIGH NURSERY SCHOOL**

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:

INSERT LINK HERE

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Ashleigh Nursery School		Telephone Number	01772 617532
	Marsh Lane		Website Address	ashleighnursery school.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:	
		yes	<p>As a setting, we have supported children with a range of special educational needs. Physical needs tube-feeding, dietary needs and communication needs.</p> <p>We have supported 3 children with metabolic diseases and a number of children on the Autism spectrum disorder pathway.</p>	
What age range of pupils does the setting cater for?	6 months – 4 years			
Name and contact details of your	Mrs Donna Monk 01772 617532			

Setting SENCO	
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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 Jennifer Ward (Manager) Mrs Donna Monk (Senco)		
Contact telephone number	01772 617532	Email	info@ashleighbnurseryschool.co.uk senco@ashleighbnurseryschool.co.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	www.ashleighbnurseryschool.co.uk IDSS.SENDReforms.lancashire.co.uk		
Name	Mrs D Monk	Date	7/09/23

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What type of setting is it?

Ashleigh Nursery caters for children between the ages of 6 months and 4 years. The age groups are organised as follows – The Poppy room is for children between the ages of 6 months and 2 years. The Sunshine room is for children between the ages of 2 and 3 years and the Star room is for children aged from 3 to 4 years.

The key staff for the nursery include Mrs Jennifer Ward – Nursery manager, Mrs Donna Walker – Deputy manager/PICO/ENCO, and Mrs Donna Monk SENCO/Behaviour Management, Mrs Sue Hart – Senior Practitioner

Accessibility and Inclusion

What the setting provides

The nursery is situated in a church building and it is on 2 levels. There is wheelchair access to the ground level, and parents can park outside nursery for drop-off. There is a disabled toilet with easy access. Information for our parents is displayed in our prospectus, policy document and parent's information board which keeps parents informed of staffing, activities and future events. Along with the nursery website, we have a Facebook page and a nursery app which is used daily to inform parents of daily activities and upcoming events.

Parents are in contact with staff on a daily basis for updates and progress. The SENCO is available 3 days per week for discussions and updates.

The resources are easily accessible to all children and are age/ability appropriate. Each resource is clearly labelled with words and pictures to assist all children. Each room is planned so the children can move around easily. We have 3 large outdoor areas for outside learning, and a small room which can be used for focused activities/small group work.

There are ICT toys and tablets available in the Star room for the children.

We have specialised equipment available for the children. In the children's bathroom we have Langham steps available for each cubicle. There are nappy changing facilities available for each room.

Hand rails are in place and there is a ramp leading into the main room.

If there are ever any language barriers, we have the use of a tablet to enable us to access Google translate.

We accommodate any special diet/allergy in our menus. We have had experience of gluten free, dairy free, wheat free, vegetarian diet, low protein diets and tube fed children.

Identification and Early Intervention

What the setting provides

At Ashleigh Nursery School we do ongoing observational assessments of all children in our care, which are linked to the development matters ages and stages of development. This helps us to identify the individual needs of the children. These observations are discussed with key persons and the SENCO (Donna Monk) if necessary.

We operate a key person system, and each child has a key person. We are proud of the relationships all the staff have with all the children. The role is to develop trusting, sensitive relationships with children and parents in order to have a mutual respectful exchange of information. If a key person has identified a possible individual need, then this will be discussed with parents, and a plan will be put in place to support each child's learning and development.

Donna Monk, our trained SENCO can offer advice and support to each key person throughout nursery, and will liaise with other professionals for advice and support in identifying individual needs. Support and advice from our IDSS Inclusion teacher can be sought with the permission of parents.

Reports from other professionals in the health care sector can help to identify individual needs. The setting welcomes parents and professionals to share these reports so each child's individual needs.

Every observation, assessment and evaluation all contribute to Individual Targeted Learning Plans (TLPs) It is the job of the key person and the SENCO to oversee the TLP targets for each child, and to identify next steps. This is done with support from other professionals where necessary.

Mrs Donna Monk (SENCO) will discuss with the professionals who may be involved in a child's development. Each role will be explained by the SENCO, with input from the Inclusion teacher.

The parents are involved in the TLP reviews.

The SENCO will work alongside the key person(s) to ensure the provision is appropriate and relevant to each child. The level of support a child may need will be decided through the use of observations, and then the outcome will be discussed with parents and other relevant staff.

The assessments used follow the guidelines of the EYFS and along with the practitioner knowledge of child development; each individual child's support can be identified.

There is an ongoing partnership with all parents, which helps in the early identification of any additional support needed.

It is the role of the SENCO to advise parents on the process used to apply for additional support, this is done through the Continuum of Need. The process of inclusion funding will identify the level of need required. This is based on evidence submitted to the panel from the nursery and other professionals.

There are various types of support available for children who require additional help.

- Level 1/ Universal – Children and young people who make good overall progress in most areas of development. – single Agency Assessment (Nursery)
- Level 2/ Universal plus – Children and young people whose needs require some extra support. (Nursery and other professionals, Salt, Ots etc)
- Level 3/ Intensive support – Vulnerable children and young people whose needs are complex in range, depth or Significance (as above + multi-disciplinary team-led by a lead professional).
- Level 4/ Specialist support – Children and young people who needs are such that require intervention under the Children Act 1989 (as above + Children's social care assessment)

The nursery will go straight to Level 4 as soon as risk of significant harm is suspected.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

We follow the guiding principles of the EYFS (Early Years Foundation Stage), Birth to 5 Matters:-

- Unique child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships – Children learn to be strong and independent through positive relationships.
- Enabling environments – Children learn and develop in different ways.

- Activities are adapted and changed to ensure each child is able to make full use of the nursery environment.
- Parents are provided with the opportunity to read about the EYFS.
- Each child has a designated key person, who builds up a relationship with each child and their parents.
- Children are monitored and observed following the guidelines of the EYFS. This includes observations, progress checks and transition reports.
- Every child has a Learning Journey containing observations, written reports, photographs and significant comments to support each key person in planning each child's next steps, and assessing their progress. The learning journeys are available at any time for parents to look at.
- The planning in each room is done on an individual need and can be discussed with parents when needed.
- We have an annual parents evening, allowing parents to come into nursery and discuss with their child's key person. Parents can also talk to the practitioners at any other agreed time.
- If a child's key person has identified an additional need, the SENCO is involved to discuss observations and assessments.
- The SENCO offers advice and support to a child's key person, other practitioners and parents.
- A targeted learning plan may be put in place to help support the learning and development of a child.
- It is important that a child is allowed to be independent within the nursery, the SENCO will discuss with parents the support needed to enable this independence.
- If the support needed involves additional input, your child will be placed on 'Level 2'
- The process will be monitored by the manager to ensure we are providing the relevant and appropriate support.
- The key person and SENCO work together at all times to ensure the environment and activities support each child.
- Staff meetings are held regularly and this ensures all staff working with each child knows how to support them adequately.
- Permission will always be sought from parents before involving any outside agency for example SALT. If this is the case, a child will be placed on Level 2.
- Practitioners will lead parents to other sources of help, for example – children's centres.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each child has access to resources which are developmentally appropriate to them. We also challenge children and also offer resources to children who may not be developing in accordance with the age bands of the EYFS.

We have significant experience working with outside agencies who we refer to for help and guidance. All practitioners are encouraged to work with other professionals, and are always supported by the SENCO. At times during the day when some children may need extra support, we will endeavour, where we can, to provide them with additional support as our staff ratios allow.

We will always do our best to support each child's well-being and involvement, and do what we can for every family.

Where external funding is available, we would always try and provide additional support if required, however this cannot be guaranteed and depends on many factors.

We believe that children learn best when they are provided with high quality, stimulating, clean toys and equipment so will endeavour to:

- Provide safe resources and equipment
- Evaluate resources by use of children's opinions and ideas
- Provide sufficient amounts of resources for the children in nursery
- Select resources which promote positive images of all people, regardless of race or culture
- Ensure that all equipment appropriate to children is accessible to them
- Check daily for risks, and replace damaged or unsafe items
- Encourage the children to respect resources and equipment, and teach them the importance of tidying away after each session.

All activities outside the setting are always planned around the children's individual needs and abilities. The children are taken outside nursery around the local area only. We do not take children on trips outside of this area. Any outing is thoroughly risk assessed beforehand to ensure accessibility for all.

Reviews

What the setting provides

We monitor the children's learning and development through observations and assessments, following the guidelines of the EYFS. This also includes the 2 year old progress review.

We organise a parent's evening on a yearly basis to allow parents to come into the setting and talk with the key person. We also use ongoing communication to update parents on their child's progression.

Parents are involved in identifying needs and we encourage the sharing of information, which helps to set targets and focus on next steps.

Newsletters are sent home frequently to inform parents of things that are happening in nursery. We also update on our Facebook page and nursery app.

During a child's transition to school, the key person will complete a transition report for parents and school.

Transitions

What the setting provides

When a child is introduced into the setting, information is shared between parents and nursery. The parents and child will have visited the nursery prior to the child starting so will be familiar with faces and rooms.

We work with the parents to settle the child into nursery, and the key person will work hard to create a bond with the child.

If any other professional is involved, we will follow the Continuum of need ensure appropriate provision is in place before the child starts nursery.

We offer all children taster sessions to encourage their settling-in. They can familiarise themselves with the environment and start to build relationships with key staff.

Each child will be assigned a key person, and with help from the SENCO, the key person will ask for care plans and 'all about me' booklets to be completed. These help practitioners identify the child's needs and interests and to find out if any other agency is currently involved.

Any training relevant will be organised for staff, as well as meeting with current health care professionals. All this can help with the child's settling-in process. If there is current documentation available this should be shared – TLP's, doctor reports. This can ensure that the setting has the right planning in place. It is important that the key person and parents agree on the best way forward for the child.

Should the child be moving to a new setting/school, then the new key person/SENCO may be invited into the setting to discuss strategies, needs and strengths.

It is good practice to record the child's views and feelings during transitions by means of photographs and comments. Any relevant documentation will be passed onto the new setting.

Role play is often used during transitions. Books, school uniforms and photographs from a new setting can help a child.

Staff Training

What the setting provides

All staff have a first-aid qualification.

The majority of staff are fully qualified with a childcare qualification.

All staff are experienced and have a sound knowledge of Early Years.

The manager/SENCO attend regular cluster meetings to keep up to date with all the latest information and news.

The deputy manager holds a BA Honours degree in Children, Schools and Families.

The SENCO holds a PGCE in Early Years Education.

All practitioners are level 1 safeguarding trained and the 4 senior members of staff have been awarded level 2.

Further Information

What the setting provides

The first point of contact within the setting is your child's key person.

The SENCO can be identified at the main entrance on the staff photo board. (Mrs Donna Monk)

The manager, deputy and SENCO will be able to inform parents about other professionals / organisations which may be able to help their child.

The SENCO also is the named person for behaviour management. Support for parents can also be accessed from the inclusion teacher.

If parents are unhappy in any way, they can talk to their child's key person, the senior staff and the management.

There is always opportunity at drop-off/collection to chat with the key person. We have an open door policy so at most times, there is always a senior member of staff available to talk to.

Nursery can be contacted by phone, email and Facebook and nursery app.