



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **New Era Nursery**

	New Era Nursery		Telephone Number	07727713690
	Sion Church		Website Address	www.newera.coop
Church St				
Burnley				
BB11 2DW				
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give detail	
	X			
What age range of pupils does the setting cater for?	2-4 years			
Name and contact details of your setting SENCO	Christina Lawrence (Manager) Sarah Durkin (SenCo) Tel: 07727713690			

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	Elaine Sharples Project Worker New Era Enterprises Ltd		
Contact telephone number	01282 435302		

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.newera.coop
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Name	Elaine Sharples	Date	03/03/2016
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Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

The setting provides childcare for children aged 2-4yrs. Places are currently available for all our age groups. The setting is open term time only Monday to Friday 9.00am – 12.00 noon. We are registered for up to 30 children per session.

All children have access to three indoor play areas and an outside garden which is downstairs on the ground floor. The children have group activities depending on their age and ability stages and also one to one and small group activities.

All staff are qualified or working towards level 2/3/4 and they support and work with all the children. The setting has a nominated Safeguarding Officer, a SENCO and a named person with responsibility for parental involvement (PICO). All staff are also qualified in Paediatric First Aid.

Children can access two year old/three year old Local Authority funded places.

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

The Building

The setting is based on the first floor of a church building, in the centre of town. At the back of the building there is car parking available, including designated accessible parking. We are close to local amenities such as the health centre and gym and a variety of shopping outlets. An area is provided for the storage of prams and buggies.

Parts of the building are accessible, however our nursery setting is not accessible for wheelchair users or people with limited mobility due to the stairs, however constant building improvements are being made to hopefully create this facility in the future. There is a buzzer/bell system in place to ensure secure entrance and exit to the setting and building for our children and parents.

Our toilet / nappy changing facilities are located on the ground floor of the building. Children have to be accompanied but this gives the children an opportunity to learn how to walk up and down stairs safely under supervision. There is an accessible toilet. These are all adult facilities but we provide step stools for children.

The main corridors have large windows allowing natural light to come through and strip lighting for when required. Inside the setting the walls are colourful with areas that are covered with wooden panels. On entering the setting you will find information about the staff, names and qualifications displayed on a board, visible for all to see.

If any of the information or newsletters are required in an additional language or larger print please ask, as this is something that can be provided, we can also provide electronic copies of paperwork. There is a parents information board in the setting and staff are willing to provide additional information. We produce termly newsletters to keep parents informed of events in nursery.

The Rooms

All rooms in the setting have natural light that comes in from large windows along with strip lighting when needed. Words, numbers and pictures are displayed on wall space and in each of the areas. There is a wide variety of resources which are available for children to choose from, these are easily accessible, other resources are stored in a cupboard.

The corridors and snack/lunch room have floor tiles; the main play area is half carpeted/half tiled. The quiet / relaxation area in the main play room has seating, a rug and a canopy, and bean bags for extra comfort. This creates a warm and friendly environment for the children. The tables in the rooms are low level with small toddler size chairs. The units are on wheels enabling them to be moved freely around the room to suit a variety of different types of setup within the room. Toys and resources are age appropriate.

The Outdoors.

The outdoor environment has, over recent times, been transformed into a safe and secure garden environment which caters for all ages groups, thanks to funding from the Local Authority. We have artificial grass in the three main areas with a centre circle of grass with an outer cobbled circle.

Pathways go throughout the garden, these have planted areas which consist of a wide variety of plants, trees and flowers. There is a large patio area covered over by a large canopy for outdoor snack and table and chairs for any sit down activities. A natural stone semi circle provides a seating place for the sand pit and water play. Along the main pathway there are two large raised beds for planting fruit and vegetables throughout the year. These beds also contain herbs for sensory experiences. All gates in and out of the garden are locked for safety. Artificial grass

Identification and Early Intervention

enables outdoor play in all weathers, waterproofs and wellies are provided

In the garden there are two areas of storage, which allow the setting to have access to any of the outdoor garden equipment all year round. The resources are taken out on a daily basis and are selected both by staff and the children. All garden resources have to be packed away at the end of the day and are brought back out daily. Resources are age dependant and to suit the needs of the children that are attending the setting that day.

More resources are brought down from upstairs to enhance our provision.

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3 year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child
How do you determine and plan for additional support from within the setting? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will parent/parents be involved?

What the setting provides

Children's progress is closely monitored from their start date and each child is given their own file. This contains their baseline assessment and All About Me which is completed with the parents. Observations, pictures and achievements are all tracked in this file. Along with learning journeys, pictures, home links and parents / family, staff comments. The children's areas of learning and development are linked to the EYFS.

All aspects of the children's progress is observed and documented within the child's file. The children's files are available for parents and carers to look at any time, along with chats with their key person. Arrangements can also be made for parents to come in and look through their child's file with the child's key person. Additional appointments can be made with managers for parents who have any other concerns that may be of a more confidential nature.

Progress checks are done on all 2/3 year age children. This is a requirement within the Early Years Foundation Stage (EYFS). It enables staff to identify any strengths as well as concerns that staff may have discovered with any particular child during these checks.

Where suggested in the progress check, if any child is experiencing any delays or difficulties, this information is shared with the parent / carer and guidance and next steps are discussed. This could involve a targeted learning plan and alternative opportunities can be made to support the child's learning. These checks are reviewed frequently to see how any progress has been made, or if additional next steps need to be taken.

Next steps are also used for other children. These may include putting in place a targeted learning plan where required to develop specific areas of learning with the support from both staff and parents. Discussions with parents, where needed, will be had to refer a child to other services such as Speech and Language, Physiotherapy. Advice from our local Authority Inclusion Teachers could also be a next step, they may arrange to visit the child within the setting, or provide guidance and advice to practitioners to support the needs of the child. This would require parental consent if needed. These visits are called a 'Request for guidance' which also needs parental consent.

The settings Special Educational Needs (SEN) policy is available in our setting. Please ask staff for more details.

Provisional mapping is a way to identify ways and areas in which a child can be supported. These consist of 'Waves'. Wave One is for children who require just a little bit of extra help and input in a specific area. Wave Two for children who require more help than Wave One. Wave Three is for children who need a more specialised approach or even intensive intervention to resolve any issues.

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.

How is children's progress and development monitored? (Baseline assessments?, termly reviews?, parent & key person conferences?, 2-3 year development check)

What is the role of the key person for all children.

What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e. room leader, the role of the SENCO?

What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.

How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e. PICO, SENCO, Key person?

Do you offer any parent training or learning events?

How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?

What resources or activities do you use that allow children to express their views?

What do you ask children for their views about?

How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

The setting works within the framework of the EYFS. The resources in the setting are set out according to the ages, stages and wants of the children. The Statutory guidance and the Development Matters for the EYFS, are used by practitioners to plan for the future needs of the children. Activities are also planned using the same basis from the EYFS.

In the age phase 2-3yrs the prime areas of learning and development are Communication and Language, Physical Development and Personal Social & Emotional Development. These also merge in with the specific areas of learning and development which are, Literacy, Mathematics, Understanding Of The World & Expressive Arts & Design.

The age phase 3-4 prime areas remain the same as 2-3 but there is a greater balance between supporting and focusing on the children's development in both prime and specific areas.

Every child within the setting has a key person. The role of the key person is to communicate

with the child's parents throughout their time are nursery. A key person helps to understand the wants and needs of the children, identify any areas of learning that may require more challenging input or alternatively any areas that require more support. The key person will also liaise with parents to help them give additional support and development to their child at home.

The activities and provisions in the setting are modified to suit the needs of all the children in their age groups. Practitioners distinguish between the different areas that they need to develop, providing and meeting the needs of the groups of children that are in that room / areas. Some children require a greater level of development than others for a variety of reasons. This may be because of special educational needs. Therefore our practitioners are very much aware that they have to take into account, that the children are able to access the setting in a way that is appropriate to their wants and needs.

Our setting also holds parents' day where parents make appointments to see their child's key person. This allows parents to look more closely at their child's information and to be introduced to the EFYS and how their child's file is put together. They can ask any additional questions of the key worker and suggest any ways to which their child's development and learning can be improved. Parents can make arrangement to have certain resources which would help improve a child's development to be taken home on a short loan basis. Home links are also a good way to allow parents to tell staff about what their child does at home, likes and dislikes and further learning opportunities

Information, with regard to any local resources and groups in the area for young children, can be obtained from staff members who can also signpost parents to the relevant resources or professionals.

The setting SENCO is available for any of our staff to talk to about any issues they have.

Our setting prides itself on allowing the children to express their views about their own learning. Learning journeys, discussions with the children and good communication is the key to involving the children in their own learning and development. Constant involvement with the children and practitioners allows us to achieve this. Key persons talking to the children about things they have done, what they would like to do and parental involvement creates a better learning experience for the child.

Teaching and Learning Part 2 – Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
How is the setting's funding allocated? If resources are required how are they sourced and purchased?
If additional staffing is provided, how is this organised?
How do you work with other professionals e.g. making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
Are there specialist staff working at the setting and what are their qualifications?
What other services does the setting access including education, health therapy and social care services?
- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

Each of the age groups within the setting are provided with a variety of resources that are set out, for the appropriate age and stage of the group or individual child. Also allowing resources to fall either side of that age group. This is to allow for children who develop more quickly or slowly, but still have the resources for their appropriate stage of their learning and development. This is also where provision mapping helps to give the staff guidance to identify and support the children's needs, and to get the activities and resources to support this.

Provision will be made for any child who requires resources that are significantly different from the resources that are available within their age group. Any resources which are not freely available within our setting may be accessed from other support services, we will facilitate this where possible.

Our practitioners work with a variety of outside agencies and professionals. These visit our practitioners and children in the setting, and where appropriate at their homes or support facilities such as Children's Centres. The setting will make logical and flexible adjustments to provide support for children and their parents where possible.

The setting goes on days out, small trips and outings to a wide variety of places for example the local library and park. When going on an outing a risk assessment will be done before the trip. We also take into account the needs of the children that are making the trip from our setting. Parents are encouraged to join in with our nursery activities and outings. We have had funding from Children In Need which has helped us to provide several events including Pottery making, Zumba classes, Storytelling sessions, Pantomime and Cinema outings which have been well attended by families. Trips to the zoo, farm, Theatre and Forest School have also given our children the opportunity to experience a wide variety of activities. Lottery funded swimming lessons for children and parent and child sessions have also been very successful.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

Parents have access to their child's file at any time on request, or an appointment can be made for this to be discussed at a time suitable for the parents and staff.

The setting's staff enjoy a good relationship with parents who are welcomed into the setting daily to collect and drop off their children; frequent exchanges of information take place at these times. Parents are able to communicate with staff about their wants and needs for their child's well being and education.

**Children's baseline and termly assessments show how well a child is progressing and because we are a small setting we feel that our staff get to know each of their key children really well
Parents are frequently made aware of their child's progress and looking at their child's file and talking with key workers they can see their child's progress.**

Termly newsletters, regular flyers and posters inform parents about events happening in nursery.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?
What information will be provided to a new setting?
How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

The setting supports and helps new children and parents, by inviting them to come in and look at the setting, and to talk with the staff. This is something we encourage before any child starts attending the setting. We have a settling-in policy which is talked about with all new arrivals

Our settling in period is usually a 1 hour visit with both parent and child, followed by a 1 hour visit by the child on their own. We also appreciate that every child is different and may require less or more settling in time. As a setting we will try our best to meet these needs as best we can.

We have a transition policy and procedure, which we use when children leave nursery to attend another setting or when moving onto school. Parents are welcome to talk to staff about these transitions by making an appointment with the managers.

The setting also takes into account any other circumstances that would require consideration when supporting the transitions of the children.

This includes any additional or special educational needs, to ensure that the transition goes as smoothly as possible. An All About Me profile can also be completed for those children who require additional support when going onto school.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g. within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

All the practitioners within our setting are qualified or working towards level 3 childcare or above.

The setting frequently reviews all staff training and staff development reviews. Staff are encouraged to further their professional qualifications and attend regular staff training opportunities which are available to them.

The setting is committed to providing staff training and support.

Our staff have attended and completed these training courses :-

SENCO training updated as needed

ECAT

CAF training

Meeting the needs of vulnerable 2 year olds

Safeguarding Level 1/2

Nurturing pre-school years.

Staff also have access to a wide range of resources and books which they can borrow and read at any time.

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (eg: Phone, text, email, notes, home-nursery diary etc)

What the setting provides

We have an open door policy but it is always a good idea to make an appointment so that you can speak to a specific member of staff. Parents have the opportunity to discuss their child during drop off and pick up times

The manager can be contacted during nursery hours for any further information.

**Parents can talk to both manager and their child's key worker.
All our staff have a part in the education of each child.**

Parents can talk to the nursery manager or New Era if they are unhappy about something.

Our setting has a procedure for dealing with any complaints. Please speak to our manager or the office. Complaints forms are available to all parents and visitors at the desk.