



SEN and Disability
Local Offer: Early Years Settings

www.lancashire.gov.uk

The Setting

Educare for Early Years Ltd
Damson Close
Brockhall Village
Blackburn
BB6 8HL
(tel: 01706 210660)

The setting caters for babies and children aged between 0-4. We do not facilitate holiday clubs/after school clubs.

The setting is purpose built with separate facilities for 0-2 and 2-5.

The setting is led by the manager and the deputy and each room is led by a qualified and experienced head keyworker.

Accessibility and Inclusion

- Policies and procedures are available on our website and copies can be printed on request
- The nursery employs an experienced SENCo to work with children and families
- The company has a named Equality nominated coordinator and is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs
- The building is on 2 levels. Ground level houses all the children's facilities and rooms. 1st floor is laundry, store room and staffroom. Ground level and is wheelchair accessible, including the outdoor play areas
- There is disabled parking to the front of the nursery
- Personal evacuation plans are put into place for any user with a disability
- Low level toilets and handwashing sinks are available and changing facilities are adaptable so that changes can be carried out from standing or low level
- The children's rooms are adapted to meet the needs of all the children
- Furniture is free moving so environments can be adapted to meet the needs of the children
- Photographic timelines are available and picture communication when required is used
- Photographs are used on equipment/resources and access to them is low level so that all children can use them independently
- Activities and resources are planned and organised to encourage children to make individual choices
- Parents are welcome to discuss their children's needs
- Parent noticeboards are available in reception and adjustments to print can be made to suit individual needs

Identification and Early Intervention

- All children's progress is closely monitored by way of observations. Every child has a key person. Key persons work in teams and have a buddy system so that children have continuity of care with familiar practitioners in the absence of their key person to ensure that concerns are picked up at all times and at the earliest opportunity
- The settings SENCo is Early Years Teacher qualified and available at all times for all key persons/practitioners and parents to discuss any concerns with.
- 2 year progress checks are completed by the key person alongside the NHS 2 year

health visitor checks and shared with parents/health visitor

- Children's progress is tracked using the EYFS development outcomes and mapped so that progress is clearly seen and gaps are easily identified
- Summative assessments are carried out half termly and shared with parents so they can see the progress their child is making. Next steps are shared with parents who are encouraged to share their observations with us.
- 12 weekly monitoring checks are carried out by the company quality assurance team; alongside the manager and individual key workers, to monitor progress, gaps in learning and/or any concerns. Together, Interventions and strategies are put in place which are closely monitored and supported by the setting SENCo.
- Where necessary, the nursery will make referrals to the local authority and works alongside educational psychologists, speech and language therapists, occupational therapists etc to support the individual needs of the child.
- Parents are kept informed at all stages and invited/encouraged to attend meetings.
- Support and advice is available on a daily basis to parents from the nursery manager, key person and SENCo. Parents are signposted to forums, group supports and networks via our parent notice board or through discussion/meetings.

Teaching and Learning Part 1 – Practitioners and Practice

The settings 'Early Learning Opportunities' policy recognises that children learn in different ways and at different rates and practitioners plan for this accordingly. Our aim is to support all children that attend to reach their maximum potential within their individual capabilities.

For children with English as an additional language we take reasonable steps to ensure that children reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from opportunities available to them when they begin year 1.

All keyworkers are supported by quality assurance practitioners who monitor children's progress with the keyperson to ensure that positive, engaging and challenging learning experiences are planned.

Peer observations take place to ensure the quality of teaching and learning is of the highest standard and practitioners continue to develop in their role.

The setting SENCo is experienced and qualified teacher. She attends termly update meetings with the local authority early years team to ensure the setting is delivering the best practice. The SENCo works closely with keyworkers with children who have additional needs/SEND and use Targeted Learning Plans to support practice and children's needs.

Parents are encouraged to attend and participate in planning meetings which involve targeted learning plans

Teaching and learning is focussed around the 'Characteristics of Effective Learning' and children are assessed using these as well as the learning and development outcomes – EYFS

Parents are involved in children's assessments and half termly reports showing children's progress and next steps are sent home and returned by parents to ensure we are working together.

Practitioners attend termly development workshops which focus on the delivery of teaching and learning.

Children's learning is made visible through displays (photographic and products of children's work/experience) in the setting which reflect learning that has taken place. Displays are annotated to show learning and development.

Every child has a learning and development chart which visually shows steps in learning.

Teaching and Learning Part 2 - Provision & Resources

Resources are open ended promoting children's curiosity and engagement. They are carefully planned and enhanced to take on children's interests and to extend and challenge learning and development.

Heuristic and natural play resources are used to develop children's inquisitive mind and sensory experiences.

A wide range of opportunities are planned daily to keep children engaged and fascinated. Resources are monitored and risk assessed.

Support and advice is sought from other professionals – such as occupational therapists, specialists, physiotherapists etc to ensure the resources we use are inclusive and all children has access to the same opportunities as others.

Environmental evaluations are carried out as part of team meetings to ensure the resources and environment are interesting, inviting, stimulating and inclusive.

Nursery trips consider the needs of individual children and where appropriate reasonable adjustments are put in place; including raised ratio's

Transitions

Inductions and short stay and play sessions are used when children are new to the setting. Detailed induction forms are used in a one-to-one meeting between the child's head keyworker and the parent to ensure that as much information about the child, child's family and history is gathered. Baseline assessments/starting points are gathered between the practitioner and parent and recorded so that progress from starting points can be monitored.

Parents can ring the setting at any time and speak to the key person to find out how their child is settling or in general how their child is that day.

Diary books are used in the 0-2 unit to ensure parents are well informed at the start and ends of the day. Parents can record messages also.

Room to room transitions are well planned with keyperson to keyperson inductions being carried out as well as introduction meetings with the parents. Play sessions are incorporated into the child's day and where possible children move in groups with their peers.

The setting holds good relationships with all the local schools and ensure that children's school teachers are invited into nursery the term before children start school. The setting shares developmental information with the school and sends assessment reports to ensure that the children can continue to progress.

The setting promotes school readiness through promoting self help skills, independence, confidence. Activities are introduced which encourage children to dress and undress for 'PE' sessions and self-serve at meal times.

Children experiencing transitional change of any kind are monitored by the keyperson for changes in behaviour. Interventions are discussed with the manager/SENCO/behaviour management coordinator and parent if concerns are highlighted during transitional periods.

Staff Training

The Setting SENCo is experienced in SEND and holds EYT.

She holds regular review meetings with the local authority and attends training workshops on a termly basis.

Teaching and learning is overseen by the quality assurance team whom monitor every child's progress termly.

The setting is part of a chain of nurseries whom also are an accredited training provider with qualified tutors/assessors and trainers.

Staff can participate in CPD events which are held termly and also progress their career through CACHE qualifications level 2 to level 5.

Stand alone units in specialist areas like SEND and Safeguarding are undertaken by senior staff/managers and those with nominated roles.

All staff attend training meetings on Behaviour management, Safeguarding, Food Hygiene and safety.

Further Information