



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Hornby Day Nursery**

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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTING NAME- Hornby Day Nursery

|   |  |            |                                     |                                    |
|---|--|------------|-------------------------------------|------------------------------------|
| <b>Setting Name and Address</b>   | <b>Hornby Day Nursery</b>                    |            | <b>Telephone Number</b>             | <b>015242 22288</b>                |
|   | <b>1 Station Road<br/>Hornby<br/>LA2 8JP</b> |            | <b>Website Address</b>              | <b>info@hornbydaynursery.co.uk</b> |
| <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>What age range of pupils does the setting cater for?</b>   | <b>0-4 YEARS</b>                             |            |                                     |                                    |

|   |  |
|---|--|
| <b>Name and contact details of your setting Senco</b> | <b>Emma Walling</b><br><b>015242 22288</b> |
|---|--|

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).

|                                 |   |              |                                    |
|---------------------------------|---|--------------|------------------------------------|
| <b>Name of Person/Job Title</b> | <b>Danielle Brown</b><br><b>Nursery Owner</b> |              |                                    |
| <b>Contact telephone number</b> | <b>015242 22288</b>                           | <b>Email</b> | <b>info@hornbydaynursery.co.uk</b> |

## 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.

|  |                    |             |                   |
|--|--------------------|-------------|-------------------|
| <b>Please give the URL for the direct link to your Local Offer</b> |                    |             |                   |
| <b>Name</b>  | <b>Mrs D Brown</b> | <b>Date</b> | <b>04/10/2017</b> |

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto: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 is a full day care setting. Places are available for children from the age of 0-4. The setting is open Monday to Friday, 7:30am - 6:30pm, 50 weeks of the year. The setting is registered to take 12 children under 2 years, 16 children aged 2-3 years and 24 children aged 3-4 years. The nursery is split on two floors. Each floor has a deputy manager who is responsible for the floor. The deputy managers also support the nursery manager in the management of the setting. The nursery manager has overall responsibility for the setting.

The setting is organised in to rooms by age. There is one room for children aged 0-20 months. There is one room for children aged 20 months-3years and 1 room for children aged 3-4 years.

In addition to deputy managers the setting also has practitioners with additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, two nominated safeguarding officers and a SENCO.

## 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

Originally built as the village primary school in 1873 the building was used for this purpose until the early 1960's when a new school was built on the other side of the river.

The owners of the nursery purchased the building in 2001 along with the adjoining house and have totally refurbished both properties. The building is wheelchair accessible from all entrances/exits. There are five accessible parking spaces at the side of the building. The building is accessed via a buzzer/intercom system linked to office.

The old school has been converted and totally refitted to provide a purpose made nursery and out of school club over two floors with on-site catering, laundry and staff facilities. The nursery

opened in January 2004.

There is a parent information boards in the entrance area. These contain information about the setting, including the weekly menu and important telephone numbers. The information boards also contain information about activities and events in the local area such as at the local children's centre.

### **The Nursery**

The ground floor caters for Pre-School children over the age of 3 and separate Out of School facilities providing wrap around care for children up to the age of 11 at Hornby, Tatham and Melling primary schools.

The first floor has separate areas for babies and toddlers but maintains an open plan environment to facilitate interaction and easy transition.

There is a secure all- weather playground to the rear of the nursery which is used at different times by all age groups.

We have four distinct areas within the main nursery building:

The Caterpillar Room

The Ladybird Room

The Butterfly Room

The Out of School Club Area

We also have our own kitchen where we prepare snacks and lunches.

We have a secure outdoor play area, which includes a large timber-framed gazebo which provides cover for outdoor play during the wetter months as well as shade on sunnier days.

On-site but not within the main building is a dedicated staff room with its own kitchen facilities and a laundry room. We also have garage storage facilities for outdoor toys and equipment.

### **The Key Person System**

Each child who joins nursery is allocated a key person. A key person has a small number of key children giving them the reassurance to feel safe and cared for and building a relationship with their parents. The key person is responsible for their key children throughout the day; this will include feeding, changing nappies and filling in their 'home to nursery' diaries and any other requirements.

Every child within the nursery has a Learning Journey File, this file is a file used by the key person to record things the child does during their time in nursery; this will include photographs and observation (spontaneous and detailed).

Your child's key person will share this file with you during informal Parents' evenings or you can ask to look at the file at any time.

### **The Caterpillar Room**

The Caterpillars can accommodate up to 9 children less than 20 months of age during any one session and has three members of staff who permanently work in this room. The ratio for under

2's is one adult to 3 children. The Caterpillars has four areas for play activities:

Messy area - within this area the children experience some interesting messy activities including; painting, sand, water, playing with mash potato or even jelly.

Small world area - the children can play with animals, train set, cars.

Physical play - slide, large soft play bricks, ball pool

Comfortable area - with bean bags, cushions and little comfy chairs where the children can look at books or have a rest if they choose.

### **The Ladybird Room**

The Ladybirds can accommodate up to 19 children up to the age of 3 years and has three members of staff who permanently work in this room; the ratio for children between 2 and 3 years is 1 adult to 4 children. The Ladybirds offers a wide range of areas for the children to play / learn, these include:

Messy area - including sand, water and a messy malleable activity, which could be anything from dried pasta to baked beans.

Role play area – with dressing-up clothes.

Other areas – include painting, small world, writing / drawing, sticking and cutting; as well as a quiet area for looking at books and resting.

### **The Butterfly Room**

The Butterflies can take up to 24 children a session and has two or three members of staff working in this room. The ratio within this room is 1 adult to 8 children. Children in the Butterflies enjoy a large range of activities that are planned following observations made by staff. The children can spend their day being involved in a wide range of activities from playing within the messy area of the room or small world activities on the carpet, trying on a few of our dressing-up clothes in our role play area or simply reading a book or having a rest watching the world go by out of the large front windows, a favourite is tractor watching.

### **Out of School Club**

Catering for primary school children; we are able to provide full wrap around care for your child when they have moved on from preschool to either Hornby, Melling or Tatham primary schools.

Breakfast Club is available from 7.30am with transport to school at the appropriate time.

After-school children are collected and welcomed at the Club with a snack and refreshments. We recognise that your child will have had a very focused day at school, consequently experience has shown us that Out of School Club needs to offer a relaxed environment that children can choose their own activities to suit their own wishes on the day. We have therefore a wide range of resources including TV and Nintendo Wii with adult supervisor offering assistance and support where required.

We can also accommodate children during school holidays when the nursery is open (50 weeks per year).

## Identification and Early Intervention

- 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 a parent/parents be involved?

### **What the setting provides**

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes spontaneous and detailed observations of them in nursery, observations and comments from parents and family, tracking information about their progress across the areas of learning and development within the EYFS. We also include a lovely amount of photos so you can see the fun new have. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents twice a year to look at the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the room leader or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. Our SEND Policy is available in the setting or you can see it by following this link ...

In our setting we use provision mapping to identify ways in which we support all children in the setting. 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.



## Teaching and Learning Part 1 – Practitioners and Practice

- 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. Each of the rooms within the setting are resourced according to the age and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

Activities and provision are adapted to suit the needs of all children of each age. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their room. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care 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.

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. The Parent information folder also display information about elements of early learning 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 the deputy manager 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 our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

## **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 room is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age groups 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 group 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 buy 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 the management team. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

### **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**

**All information provided in the above sections**

### **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**

Before children start attending our settling we encourage parents to bring them for visits, though we appreciate. 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 their new room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us.

We have a comprehensive transition policy and procedure which we follow when children are ready to move rooms, leave nursery to attend a different setting or move on to school. This is available to parents within our setting. 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.

We have an open door policy and 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 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 practitioners in our setting are qualified to level 3 or above. The nursery manager is qualified to level 5.

We have a regular programme of supervisions 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.

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.

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

## 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

As a setting we are required to have a procedure for dealing with complaints. This is available to all our parents within the nursery.