SEN and Disability
Local Offer: Early Years Settings

Name of Setting: Honeypot under Fives Centre

Lancashire County Council

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:

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-Honeypot under Fives Centre

<table>
<tr><td rowspan="2">Setting Name and Address</td><td colspan="2" rowspan="2">Honeypot under Fives Centre</td><td>Telephone Number</td><td>01253 836807</td></tr>
<tr><td>Website Address</td><td>www.honeypotunder5scentre.org.uk</td></tr>
<tr><td rowspan="2">Does the settings specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="2" rowspan="2">If yes, please give details:</td></tr>
<tr><td>X</td><td></td></tr>
<tr><td>What age range of pupils does the setting</td><td colspan="4">6 months – 4years</td></tr>
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cater for?	
Name and contact details of your setting SENCO	**Lorraine Gillions (01253 836807)**

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	**Lorraine Gillions Deputy Manager/SENCo**		
Contact telephone number	**01253 836807**	**Email**	**mod.weetoncamp@btconnect.com**

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	**http://www.honeypotunder5scentre.org.uk/wp-content/uploads/2016/01/Honeypots-Local-Offer.pdf**		
Name		**Date**	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

The setting is a sessional day care setting with registered charity status, situated within Weeton Army Barracks. Places are available for children from the age of 6 months to 4 years. The setting is open 38 weeks of the year, following Weeton Primary school holiday dates. The setting is open Monday, Tuesday, Wednesday Thursday 9am-3pm and Friday 9am-12pm.

The setting is registered to take 39 children per day with no more than 6 under 2 Years. The setting is organised in three groups by age. There is 1 room for children age 6 months to 2 years. (Baby room) this is a flexible arrangement depending on the needs and development of the children.

Our Toddler room is for children aged 2-3 years and our pre-school room is for children aged 3-4+. There is a room leader in place within the Toddler and baby room to lead and support practitioners working within the room. The Deputy Manager works within the Pre-school room to lead and support practitioners working within this room.

In addition to room leaders the setting also has practitioners with additional responsibilities, these include; a named person with the responsibility for supporting behaviour, 2 named people with the responsibility for parental involvement, 2 Nominated Safeguarding Officers, 2 named people with the responsibility for equality and a SENCo. The manager leads good practice within the three rooms.

A management committee is responsible for the management of the business aspect of the setting and a Manager is employed to manage the day-to-day running of the nursery with a Deputy Manager in place to assist the manager.

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 housed in a single story building. The building is wheel chair accessible from all entrances/exits. There are accessible parking spaces close to the nursery.

There are 3 toilets that are accessible to the children with an additional toilet that is accessible for a wheelchair.

The building is illuminated with a mixture of natural and artificial light. The walls are painted cream, the flooring is non-slip vinyl. All rooms accessible to the children are wheelchair friendly. All doors to the entrance and exits have viewing pains to the top and bottom and all internal doors are solid. There are laminated A4 paper signs which name the rooms and toilets.

There are parent information boards in the entrance and in each room; these contain information about the setting with all policies available in a folder in reception. The information boards also contain information about activities and events in the local area such as at the local Children's Centre. For families who require it, we are able to make copies of policies available electronically and in large print.

The rooms

All the rooms are illuminated with LED lighting; in the classrooms the lights are operated with dimmer switches. The walls are painted in a pale colour with display boards mounted at both adult and child height. The display boards are backed in hessian and children's work stands out from the pale walls. The floors are non-slip vinyl. Rugs are used in all the rooms to create comfortable areas for play and relaxation. All the rooms have a kitchenette with a sink and in the pre-school and toddler room, worktops which are accessible to the children. All the furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

In the baby room, toys and resources are at floor level to make them accessible to all children, even the very young. There is a cot situated in the sleep room which is lit with dimmable LED lighting. A tub chair is also present to allow staff to feed/comfort children. Resources are age appropriate and include toys that light up, vibrate and make sounds. For children's toys/resources, storage units are all at children's heights. Flooring is a mixture of carpet and non-slip vinyl. A rug is used to create a cosy area with cushions. Treasure baskets are used to cater for any schemas the children may present. A height adjustable table I used for snack time, high chairs are available when needed. A set of double doors allow access to the enclosed baby area outside.

In the toddler room there are low wooden chairs with low wooden tables which are height adjustable. Cushions, pillows and rugs are used to create a soft comfortable area within the cosy/reading area. Children can make use of wipe able sleep mats in this age group. Resources are age appropriate and include toys that light up, vibrate and make sounds. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes and on shelving so it is clear what is in them. Treasure baskets are used to encourage and support play and exploration.

In the pre-school room there are height adjustable wooden tables and chairs. The sand and

water trays are also height adjustable. There is a low table for the computer and the interactive whiteboard is fixed to the wall at the children's height. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes and on shelving so it is clear what is in them. Resources are organised into areas of provision. Toys and resources are appropriate for children aged 2+ although toys/resources can be borrowed from toddler room if these are more appropriate to a child's needs or development. Double doors lead to the outside from the classroom. These also allow the toddler room to access the outdoors via the pre-school room.

The Outdoors

The outdoor area consists of a sheltered, flagged area that runs the full length of the building. The rest of the garden is on one level with a variety of surfaces including grass and bark. There is a small hill situated within the grassed area which provides physical play opportunities.

Raised planters provide opportunities for children to plant and grow flowers and vegetables. A small wooded area is situated within the garden and allows the children to participate in imaginative play.

Within the garden a cosy shed is situated surrounded by an additional decking area, although not currently accessible to wheelchairs, it allows a quiet area for rest and relaxation. A sand and construction area which has good accessibility is available and provides learning opportunities across all areas of the EYFS. The garden has undergone re development and this continues to be an area of reflection and improvement.

Various resources are available to all age groups that are stored in a large shed that is accessible to the children. A smaller shed which has easy access stores open-ended resources to allow choice and opportunities for children to use their imagination.

The resources which are available are chosen and adapted to suit the needs of the children attending the setting.

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 2-3year 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 the setting. Each child has their own learning journey which includes annotated observations of them in nursery. Tracking information about children's progress across the areas of learning and development within the EYFS is completed by key people and is available on request. 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 and what is in them.
Children's learning journeys are available for the children to access themselves and for parents to look at anytime 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 each term to look at the learning journey and discuss progress and any concerns. This takes place during our Stay and Play sessions.
A private area is available if parents wish to discuss their child's development and any concerns that they may have, with their child's key person, SENCo or Manager.

In addition to the child's learning journey we also undertake the 2year 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 2year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggests 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.' Our SEN 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). You can see our provision mapping in setting or by following this link …. http://www.honeypotunder5scentre.org.uk/wp-content/uploads/2016/01/SEN.pdf

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 phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to support the Planning in the Moment ethos. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is a emergence on the specific areas of development and learning.

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.

Across all age groups the Characteristics of Effective learning are used to identify and support children's preferred learning style.

The cycle of observation, assessment, planning, observation is carried out on a moment-by-moment basis. 'Focus children' are selected each week. Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for focus children and on "planning in the moment" sheets for activities in which a group has become involved. We have a workshop style environment indoors and outdoors. The children select what they want to do in each area. The principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

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.

There are 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 at any time if they would like further information or advice about supporting learning at home.

Displays include questions and quotes the children have expressed, these reflect the children's views and opinions and involves the children in the planning of their own learning and reviewing their progress.

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 age phase is provided with resources that are developmentally appropriate for that age group. 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 such as the local Children's Centre 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. 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.

In our setting we like to plan trips and outings, however this is an area that is currently being developed. 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. Forest school is part of the weekly routine and is access across all age groups. Where appropriate children are supported to allow inclusivity.

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

The setting is led by a management committee which allows parents the opportunity to have a say in how the setting is run and their child's education.

Regular contact is available through their child's key person. For younger children and those which are picked up by childminders, the setting uses home nursery books to maintain regular contact with parents.

A Facebook page and website provide an opportunity for regular contact about things which have happened at the setting.

A newsletter is sent out each half term highlighting upcoming events and activities, a copy can be made available electronically if requested; this is also made available on the website.

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 a settling in visit, though we appreciate that this is not always possible. The settling in visit allows parents and their child to visit the nursery and spend a short amount of time in the age phase room they will be joining. This is in addition to the child having a look around the setting with their parents. We have a settling-in policy which is shared with parents when they register their child with us. The manager or deputy manager will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.
Within a month of the child starting the setting a home visit will take place including the key person and Manager or Deputy Manager, in agreement with the parents.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed by following this link http://www.honeypotunder5scentre.org.uk/wp-content/uploads/2016/01/Settling-In-pdf.pdf 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 are qualified to level 3 or above. The Deputy Manager is qualified to level 4 and the Manager has EYPS.
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 are have completed the following training courses:

First Aid
Safeguarding level 1 and 2
CAF and CON
Behaviour Management
Sharing Concerns with parents
Encouraging positive social behaviour in Early Years
Including children with additional needs in the Early Years
Solihull Approach
Social and emotional aspects of development
Speech, language and communication development
Autism and Aspergers Syndrome Workshop
Basic Makaton signing
Nuffield
ABC and beyond
Letters and Sounds

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.

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 parents within the nursery or can be accessed by following this link http://www.honeypotunder5scentre.org.uk/wp-content/uploads/2016/01/Complaints-Procedure-pdf.pdf