



SEN and Disability
Local Offer: Early Years Settings

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Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

The Setting

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 currently organised within one room with children ranging from 18months to 4 years old.

There is a room leader in place within the room to lead and support practitioners working within the room. The Deputy Manager works within the 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, 1 named person with the responsibility for parental involvement, two Nominated Safeguarding Officers, a named person with the responsibility for equality and a SENCo.

The manager leads good practice across the nursery.

A Board of Trustees 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

The building:

The setting is housed in a single-story building. The building is wheelchair 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 a non-slip vinyl with rugs placed around the environment. All rooms accessible to the children are wheelchair friendly. All doors to the entrance and exits have viewing panels 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 reception area; these contain information about the setting with all policies available in a folder on the reception desk. The information boards also contain information about activities and events in the local area such as at the local Neighbourhood Centre. For families who require it, we can make copies of policies available electronically and in large print.

The rooms

All the rooms are illuminated with fluorescent lighting with dimmer switches to mute the lighting when appropriate. 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 small kitchenette with a sink and worktop 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 classrooms there are low wooden chairs with low wooden tables which are height adjustable. Cushions, pillows, and rugs are used to create soft comfortable areas. There is a cot situated in the baby room within a separate sleep room. Children can also make use of wipeable sleep mats in this age group. For meals, highchairs are available where required.

Resources are age appropriate and include toys that light up, vibrate, and make sounds.

Baskets are used to hold resources for the babies to allow for easy access. Within the other 2 classrooms the children's toys/resources are stored in units that 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.

The sand and water trays are also height adjustable. There is a low table for the computer within pre-school and the interactive whiteboard is fixed to the wall at the children's height.

Resources are organised into areas of provision. Toys and resources are appropriate for children aged 2+ although toys/resources can be borrowed from other rooms if these are more appropriate to a child's needs or development.

The Outdoors

The outdoor area consists of an area with a shelter which spreads along the full width of the building. The garden is on one level with a variety of surfaces including, grass, bark, flags and soft surface. 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. A tree trail has been added to the garden with steps that lead to two platform areas attached by a bridge. The platforms can also be reached by climbing either

a small climbing wall or a rope ladder. 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. The baby room has its own enclosed area within the larger garden. Double doors from both the baby room and the pre-school room allow easy access and free flow.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in the setting through a programme called Tapestry, this is used to gather and log observations and teaching moments. Parents are able to access their child's personal page and also add to it themselves. Although a child's key person is available to chat to parents at drop off and pick up times, arrangements can be made 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 home visits and parents' evenings. 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 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 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 additional steps need to be taken to support the child's progress and development. If a child was showing as low development in the three prime areas the child would be put on a tracking programme called the ATTS once the child had caught up the child would no longer be on the programme. 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 [Special-Educational-Needs-22.pdf \(honeypotunder5centre.org.uk\)](https://www.honeypotunder5centre.org.uk/Special-Educational-Needs-22.pdf). 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 [Prov-map-21-22.docx \(live.com\)](#) We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

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 Birth to five as 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 an 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. The record of activities are shown on tapestry for focus children when the cycle is complete 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

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 arrange 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 Neighbourhood 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, and we like these to be as inclusive as possible. 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.

Transitions

Before children start attending our setting, parents bring their child for a settling in visit, we will endeavour to make this as easy as possible between the parents at the setting. 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.

Within our Settling In policy, we have a comprehensive transition 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 www.honeypotunder5centre.org.uk/wp-content/uploads/2021/07/Settling-In-21.pdf

The policy and procedure include 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 can drop into 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

All practitioners are qualified to level 3 or above. The Manager holds a Foundation Degree in family support and wellbeing and is currently undertaking the BA Honours in children, young people and families.

We have a regular programme of supervision 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 have completed the following training courses:

Introduction to Speech Language and communication

First Aid

Emotion Potions

Food Hygiene level 2

Food allergy and intolerance training

Prevent training

Safeguarding level 1 and 2

Characteristics of Effective Learning

Introduction to Yoga level 2

Maths at play

Understanding and Addressing Behaviour in Early Years.

Equality and Inclusion in Early Years Level 2

Supporting Early Language Development level 2

Understanding Children and Young people's Mental Health

Forest School Assistant

Including children with additional needs in the Early Years

Speech, language, and communication development level 2

Letters and Sounds

Providing a healthy food environment in early years settings.

Helicopter stories

Building Rapport in work with challenging behaviour

Level 2 award in specific learning difficulties and behavioural disorders

Improving children's learning through play

Little scientists and little investigators

Creating an effective communication and language environment

Theories underpinning the EYFS

Getting to grips with the EYFS

Supporting and inspiring EAL learners in literacy

Meeting the needs of every child

How to create empowering outdoor environments

Complete SEND diploma

As a setting we also seek to support practitioners to further develop their

Further Information

What the setting provides

If further information is required Mrs Chelsea Simpson is available to contact, Honeypots have an open-door policy if anyone has a concern or would like to discuss anything further. Children's key workers are available to speak to daily or if one to one time is required an appointment can be made.

The SENCO is also available to speak to with any concerns that may arise with your child's development. Staff keep parents up to date with a weekly update on Facebook, a termly newsletter, the setting has recently started using the tapestry application, which gives parents updates on observations toilet training and food intake as required.

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.