



SEN and Disability
Local Offer: Early Years Settings

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The Setting

Sunny Brow Playschool is a small early years setting catering for children aged 9 months – 4 years old.

The baby room has space for five under 2's - this enables higher staff to child ratio.

We have a larger room with 16 spaces for children aged 2-4 year olds.

Nursery is open Monday – Friday from 7.45am to 5.45pm.

We are open 49 weeks per year, closing for two weeks at Christmas, one week at the end of the summer holidays and bank holidays.

There is a small staff team which is led by the Nursery Manager Alex Bellis who takes responsibility for the day to day running of the setting and is also the lead SENCO and PICO.

Accessibility and Inclusion

The setting is on the ground floor of the community village hall the external doors have electronic disabled access & entry to the Nursery wing is gained only by being granted access by a member of staff from the office. It is fully wheelchair accessible with accessible parking spaces outside the doors. All doors are wheelchair accessible. Internally the children's room are all on ground floor level. There are accessible changing/toilet facilities.

The safety & cleanliness of the building are crucial, undertaking daily risk assessments; daily cleaning schedules by both our staff & a commercial cleaning company.

The provision is accessible and adaptable to meet the needs of all children. All indoor resources are child friendly heights. Tables within the nursery room can be adjusted to ensure activities can be accessed, such as using floor space/ lap trays, floor trays & sand/water/messy active trays that are height adjustable & making the activities large-scale. We can use PEC symbols, Now and Next boards and Makaton within the setting and other communication resources that the children are familiar with when needed. The mixed age group rooms allow for every child to access more individualised learning as opposed to structured age-related expectations.

Parent information is displayed in the corridor for parents to see daily and we will adapt this ensuring the information is accessible for all. To ensure we meet the needs of all our families we will discuss any needs the families may have during look around visits and during settling in sessions. We are committed to working in partnership with parents from the very start in order to meet each child's individual needs and develop to their full potential.

Identification and Early Intervention

During the settling in sessions parents are encouraged to discuss any concerns they may have about their child's development, this will enable us to provide any early help the child or family may need. We encourage parents to share information from the health visitor checks and any other professionals that have been involved with the child. Parents are encouraged to discuss any new and developing concerns they identify at home with the child's key person or the SENCo – they can do this during collection times, and we can arrange a time to suit them and offer a confidential space to discuss further.

In the setting we monitor all children's development through daily observations. The key person will do a Baseline Assessment of the children once they have settled into the setting and then reassess their progress every term using the Birth to 5 and Welcomm Screening.

We also undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for the EYFS to support early identification of needs.

All the above information is shared with parents via the Family app or during parents' evenings.

If there are emerging gaps the key person will then closely monitor and assess every half term/six weekly and if the gaps continue a Targeted Learning Plan using the ATTS will be implemented. In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Teaching and Learning Part 1 – Practitioners and Practice

At Sunny Brow Playschool children learn through play in an environment that is continually enhanced to meet the children's development needs and interests. The nursery practitioners are highly trained and provide children with quality interactions, activities & opportunities to learn & develop, always with reference to the EYFS.

The EYFS is the statutory framework that all Early Years providers in England must follow. It aims to ensure that every child has the best start in life. Meeting the needs of children with SEN is a core part of the EYFS ensuring providers follow the SEND Code of practice and follow the graduated approach (Assess-Plan-Do-Review) to identify and support children with additional needs. It also ensures every setting has a named SENCo, provides inclusive practice and make reasonable adjustments.

All children attending the Nursery have a key person who is responsible for ensuring a secure bond is formed with an adult, in order to help settling and promote progress. The Key people work closely with the SENCO to identify children with SEND and to plan the next steps in a child's learning.

Staff Performance management starts through clear expectations communicated during induction periods through training centred around safeguarding, supporting children's behaviour and inclusion and ensuring the EYFS is followed. Staff Performance management continues through monthly peer on peer observations, the SENCO observing and supporting key staff. All staff have supervisions every six weeks to ensure they are confident in their practise and to identify areas of development for them that will support their children's learning. The Key Staff have access to high quality training continuously online and face to face through Lancashire County Council.

The setting's approaches to differentiation for children and for children with SEND is that we follow every child's individual interest's and ensure we are differentiating to meet their development needs of every child.

At our nursery provision mapping is used to clearly identify, plan and review the support we provide to meet the individual needs of all children. It ensures that high quality inclusive practice is embedded across the setting and that additional needs are identified and supported early. Our provision map outlines support across the levels/waves Universal, targeted and specialist provision-

Universal provision reflects the high-quality teaching and care that all children receive. This includes a play-based EYFS curriculum, consistent routines, nurturing environments, inclusive resources, and a strong focus on emotional wellbeing, outdoor learning and independence, this universal offer enables most children to make good progress from their starting points.

Targeted provision is planned for children who may require additional support to close gaps in learning or development. This may include small-group interventions, enhanced communication and language support, social and emotional development groups, sensory activities, or the use of visual supports. These interventions are time-limited, closely monitored and reviewed regularly to assess impact.

Specialist provision is in place for children with identified special educational needs or disabilities. Support is individualised and planned in partnership with parents, the Senco and where appropriate external professionals. Strategies and reasonable adjustments are recorded with the SEN support plans and reviews through the graduated approach of assess, plan, do, review.

We use the ATTS – Assessment, tracking and target setting to ensure learning can be more easily tracked, recorded and small steps of progress identified and celebrated. The use of TLPs to support children at Wave 2/3 of the provision map allows us to monitor progress, evaluate the effectiveness of interventions and ensure resources are used efficiently.

This supports early identification, promote inclusion and ensures every child receives the right level of support at the right time to enable them to thrive.

We ensure TLPs are shared with parents. We also share every half term, all children's progress, next steps and plans for the following term via the Family app or face to face parents' evenings. If parents want more information at any other point in the term, we also invite them in for meetings. We treat all of our parents/carers as partners and we encourage them to share information from home about their children's learning and development needs. The Senco, PICO and Room leader will offer support, advise and can sign post parents to other sources that may help. We also share local groups and activities on our social media pages that are advertised on the Lancashire LOCAL OFFER Facebook page.

Children views are always listened to at Sunny Brow Playschool, practitioners observe children's wellbeing, emotions and behaviour, as well as encouraging them to have a voice by always listening to them. Daily circle times and discussions about what they would like to do at nursery are encouraged and their suggestions and interests are always followed. We also encourage children to be reflective on their progress and encourage a 'not yet' attitude where children know they will be able to achieve learning goals with practise and perseverance.

Teaching and Learning Part 2 - Provision & Resources

The setting's resources used to support practitioners to meet children's special educational needs are open ended and of high quality. The setting determines what resources are needed to support them in meeting the needs of children with special educational needs and disabilities through observations and discussions. Resources are purchased when they are required either from local charity shops ensuring sustainability and when these are not available through early years resource suppliers.

Extra support through staffing is provided when needed, for example if a child struggles during transitions/meal times the child will have extra support them during these times.

The SENCO ensures she is available and not in ratio to ensure she is available to meet with/spend time with other professionals visiting the child.

We welcome many professionals into nursery to support children including Portage Workers, Health Visitors, Physiotherapists, Speech and Language Therapists and Occupational Therapists.

Visits out of the setting are always within the local community, we visit the local Library above the nursery setting which we use the lift to access and attend groups with the children here. All trips are risk assessed and the safety of the children is paramount the adjustments we make would involve higher ratios and this may include asking for parent volunteers when necessary.

Transitions

Transitions into the setting – Children and parents/carers are invited to stay and play sessions at the nursery. All children must have a minimum of two settling in sessions. The first session is an opportunity for the key person and parent/carer to share information and ask any questions whilst the child explores the nursery environment and meets some new faces. If parents would like us to do home visits, we can arrange these also. The second session is a short session where the child stays at the setting for a maximum of two hours and spends time with their keyworker. We then review these two sessions with parents/carers and make a decision about what sessions to progress onto next.

Transitions within the setting are minimal, they may transition from the under 2's room to the 2- 4-year old's room. This ensures key workers have strong and long-lasting relationships with the children and their families. If a child moves from the under 2s room to the 2-4-year-old room the new Key worker will visit them in the baby room before they spend time in the 2- 4-year-old room. The children will be familiar everyone in the staff team due to the setting being a small and we share eating and outdoor spaces.

Transitions to other early years settings – we will share as much information as we can with the new setting prior to the child attending the new setting. We will offer for the child's new key worker to visit the setting and share transition reports.

Similarly to the above with the school transitions we will welcome the reception class teachers into our setting and we will build the partnerships up with the local schools by following the Lancashire transitional calendar from the start of the school year to ensure all children are prepared for transitioning to their future setting. The SENCO will ensure they share all information and advice on any risk assessments they may need to put in place prior to the transition so that the school or settings are prepared for the children prior to them starting.

Staff Training

The Manager and SENCO has an Early Years Education Degree and PGCE.

They are trained in Early Talk Boost and WELCOMM screening tool

All staff are trained in ACES

All staff are paediatric first aid trained and complete regular safeguarding training.

An ongoing programme of professional development includes specific training according to the needs of individual children.

We are supported by Lancashire County Council Inclusion Service.

Further Information

Parents/carers are actively encouraged to make contact with the nursery should they require any further information. Contact should be made with either the Manager and SENCO if they wish to discuss further the needs of their child. The setting has an open door policy and parents/carers can talk to a member of staff at any time. Appointments can be made to speak to specific staff at convenient times. Parents/carers who are concerned about their child's progress can contact the Manager and SENCO and arrange an appointment to discuss this further. Contact can be made via telephone on 01257 221194 or email sunnybrowplayschool@gmail.com