



## SEN and Disability

## Local Offer: Early Years Settings

Name of Setting: **Scale Hall Nursery**

<b>Setting Name and Address</b>	<b>Scale Hall Nursery</b>		<b>Telephone Number</b>	<b>01524 39015</b>
	<b>17 Cleveleys Ave</b>		<b>Website Address</b>	<b>www.scalehallnursery.co.uk</b>
<b>Lancaster</b>				
<b>LA1 5HB</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>As a setting we have supported children with a range of special educational needs.</b>	
<b>What age range of pupils does the setting cater for?</b>	<b>2 years to 5 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Kath Woodhouse</b> <b>admin@scalehallnursery.co.uk</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>Kath Woodhouse</b> <b>SENCO</b>		
<b>Contact telephone number</b>	<b>01524 39015</b>	<b>Email</b>	<b>admin@scalehallnursery.co.uk</b>

## The Setting

### What the setting provides

The setting is a privately owned full day care setting which is open Monday to Friday, 8.30am – 5.00pm, 51 weeks of the year.

Places are available for children from the age of 2 years to 5 years. The setting offers both morning / afternoon sessions or full day sessions and is registered to accommodate 24 children at any one time. We adhere to OFSTED requirements on child:staff ratios which are:

- 2 - 3 yrs    4 children to one staff member
- 3 - 5 yrs    8 children to one staff member

The setting is a mixed age setting in which children of all ages are able to interact, learn and play together on a daily basis. Throughout the whole day the setting offers continuous provision with free flow between the outdoor and indoor environment. At specified times within the setting's daily routine, children are supported to take part in structured developmentally appropriate adult led activities based upon their age and level of development.

The nursery manager has overall responsibility for the setting and the quality of provision on offer within the setting. All staff have Level 3 qualifications, except one who is working towards level 3, and are in possession of full paediatric first aid certificates and enhanced DBS checks. The setting has links with the local children's centre at Lune Park and is able to access support when required, as well as refer families for additional services if required.

## Accessibility and Inclusion

### What the setting provides

#### The Building

- The setting is housed mainly on the ground floor of a semi-detached house.
- There is a sensory room on the upper floor which is used for small group sessions and for quiet play sessions. It can also be used to help calm children who become upset or distressed. This room is not accessible to wheelchair users. The stairs up to the sensory room have been fitted with low level handrails at an appropriate height for the children.
- The building is wheelchair accessible from all entrances / exits.
- There are two accessible parking spaces at the front of the building.
- There are three children's toilets within the setting, two downstairs and one upstairs, these have high contrast surfaces to aid those with a visual impairment.
- The setting has split lighting to allow the light to be manipulated to be of maximum benefit for the children in attendance.
- All walls are painted cream with displayed boards mounted at both child and adult height
- The display boards are backed in bright colours to help them stand out from the pale walls
- Rugs and cushions are used in the book corner in order to create a comfortable area for play and relaxation.
- The flooring is a grey fleck, hard wearing even surface.

- There is a parent information board in the entrance hallway which contains information including operational as well as safeguarding policies and procedures. The board also contains information about local events as well as speech and language drop in sessions in the local area. Copies of the policies and procedure are available electronically and in large print on request. The setting also shares information via its Facebook page and through regular parent/carer newsletters.
- In the entrance hallway, there is list of the staff team with all their qualifications.
- Tables are adjustable to different heights and can be rearranged to accommodate specialist equipment.
- A sleep basket is available for children to rest and sleep according to their individual needs.
- Resources are available at child height and are stored in baskets that are clearly labelled with pictures as well as verbal labels in English and other languages as appropriate to reflect the home language of the children in attendance.

#### Outdoor area:

- The garden is accessible through the back exit and has decking and a non-slip rubber floored play area at a slightly lower level. A ramp is available for children in a wheelchair to transfer to a lower level.
- There is a climbing frame with a slide, which supports controlled risk taking and steps up to a tree house which is attached to a wooden summer house.
- The sand pit has a wooden surround which children can reach over to access.
- There are raised beds which contain flowers for sensory exploration.
- Along one wall there is piping to enhance water play and scientific exploration.
- Resources are interchangeable and accommodate a range of play experiences through both adult led differentiated activities and child initiated learning experiences.

## Identification and Early Intervention

### What the setting provides

Each child's progress is closely monitored with the setting. Within the first two weeks of a child starting at the setting a baseline assessment is obtained and a Wellcomm screening (language and communication screening tool), is carried out. Every child is assigned a key person who will then meet with parents for an initial baseline meeting to discuss any past history / issues and how the setting may support future learning opportunities in line with Early Years Foundation Stage(EYFS) curriculum. Observations form the basis of assessment and planning of next steps for each child, with an emphasis placed on identifying each child's characteristics of effective learning. Each child's progress within the EYFS framework and all the areas of learning are tracked regularly by their key person and annual reviews are arranged to discuss progress with parents. The manager of the setting regularly meets with key persons to discuss the learning needs of their key children and therefore is aware of how each child is progressing in line with the EYFS. Each child also has a learning journey which is a record of achievements and artwork that each child builds upon over their time within the setting. This is available for parents to take home whenever they wish. [here](#)

We also undertake the 2 year old progress check, which is a statutory requirement of the EYFS and is done for all children within this age group. This is an assessment which is completed by the child's key person at a time agreed with the child's parent between the child's 2<sup>nd</sup> and 3<sup>rd</sup> birthday. Based upon observations of the child's learning and development, judgments are made regarding the level at which the child is developing within the prime areas of the EYFS (social, personal and emotional development, physical development and communication and language). These are shared within parents and next steps to support future learning and development are identified. This is a process which by both parents and key persons can discuss and identify 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 appropriate next steps/ options are identified.

These monitoring systems are in place to continually evaluate each child's progress as they progress through the EYFS and should any concerns be highlighted through these systems; the child's key person shall meet with parents/ carers of the child to discuss these concerns and work together to agree upon appropriate next steps. If parents are concerned about their child's development, the child's key person is usually available to chat to at pick up / drop off times. Additional appointments can be made to discuss issues in more depth and confidentially than is possible at these times. Parents/carers and practitioners can then agree upon appropriate next steps to support the child's future learning. The setting operates a graduated response in supporting children through these 'next steps' with four stages of action; assess, plan, do and review. At all stages parents are consulted and involved fully in the decision making process. We have close links with a local children's centre and as such are able to signpost parents to services for additional support if required. Further details regarding this graduated response can be found in the settings SEND policy, which is available in the setting.

In our setting we use provision mapping to identify ways in which we support all children in the setting in the areas of cognition and learning, communication and interaction, physical and sensory needs and social, emotional and mental health. 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). Our provision map can be accessed within the setting.

### What the setting provides

Scale Hall Nursery works within the framework of the Early Years Foundation Stage (EYFS) which is based upon the principles that each child is unique and is able to learn and develop through enabling environments and positive relationships. The EYFS identifies three prime areas of learning and development and four specific areas. Within the 2-3 age range the focus is on the prime areas of learning areas of learning (Communication and Language, Physical and Personal, Social and Emotional development), but there is an emerging focus on the specific areas of learning and development (Understanding of the world, Literacy, Expressive arts and design and Mathematics). As the child turns three and is beginning to prepare for school entry there is an increasing balance between focusing on supporting children's development in the prime areas and the specific areas.

Practitioners within the setting use the statutory guidance and Development Matters document for the EYFS to plan provision and activities for the children in their care. Practitioners differentiate the activities and resources that are on offer to meet the needs of all the children in attendance. Developmentally appropriate next steps are identified and actioned, based on the children's current interests and stage of development. Where appropriate the SENDo liaises with the manager to coordinate learning experiences for children with additional needs who may benefit from access to developmentally appropriate resources (suitable for children under the age of 2) rather than resources that are age appropriate.

Each child is assigned a key person. As the key person for a child, practitioners are responsible for ensuring that that child feels safe and secure within the setting and consequently is able to grow and develop. to prepare for entry into school. Practitioners are always on hand to offer advice and guidance to parents to support their child's learning at home. Key persons meet formally with parents during an initial settling in period when the child first starts at the setting and then again on annual basis to discuss progress.

Children are encouraged to express their opinions in terms of their learning. Resources are stored at the child's height and are accessible at all times for the children to develop independence and choice making skills. If the children request specific activities such as baking staff will endeavour to facilitate these activities wherever practical.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

Scale Hall Nursery caters for a mixed age range of children and is therefore able to provide a range of resources and activities that can cater for a wide range of developmental ages. All practitioners are therefore experienced with interacting with children of all ages and stages of development and consequently adjust their language and communication styles accordingly. The nursery is set out in such a way as to allow a space for a quiet, distraction free space for small group work or 1:1 target sessions to take place. This space is also available for meetings with parents and professionals should the need arise.

Scale Hall Nursery as a registered provider for FEYE for 3 – 4 years old as well as eligible 2 year olds and receives a small amount of funding on a termly basis for use for children with additional needs. This money is allocated by the manager / SENCo according to the needs of the children currently in attendance. Previously this has been used to fund additional staffing as well as purchase appropriate resources. With parental consent and on the advice of the area's inclusion teacher, additional support/funding may be sought from the Local Education Authority to support children with significant needs. This support is provided within a package of Additional Inclusion Support(AIS), which may include specialist advice from an Inclusion Teacher or Higher Level Teaching Assistant (HLTA), or additional funding for additional resources and/or staffing. The setting will in all cases make endeavours to make reasonable adjustments where a need arises.

## Reviews

### What the setting provides

Practitioners endeavour to talk to parents at drop off / pick up times about what their child has been doing that day. Formal meetings are arranged during the first few weeks of a child starting at the setting (baseline meeting), on annual basis (annual review) and when they child leaves the setting to go to school / or a different setting (Transition meeting). Between the child's 2<sup>nd</sup> and 3<sup>rd</sup> birthday, parents are invited into the setting to meet with their child's key person for the 2 year old developmental check. Based upon observations of the child's learning and development, judgments are made regarding the level at which the child is functioning within the prime areas of the EYFS (social, personal and emotional development, physical development and communication and language). These are shared with parents and next steps to support future learning and development are identified. If a concern or issue is raised by parents or practitioners about a child's learning and development, then additional meetings are arranged where parents, the child's key person and SENCo / Manager will convene to discuss appropriate next steps to support that child. This forms part of the graduated response that the setting adheres to. Further details of which are provided in the setting's SEND policy which is available in the setting.

Each child's key person tracks their key children's development each term in each of the areas of learning and development outlined by the EYFS. The manager of the setting regularly collates this information to provide an overview of how each child is progressing within the EYFS. 'Wow Moments' and 'Next Steps Observations' are recorded and linked to the characteristics of effective learning by the key person of a child, to establish a picture of how that child likes to learn and interact with the environment around them. These documents are shared with parents at the meetings discussed above and used to plan developmentally appropriate next steps to promote future learning opportunities.

Where a child has been identified as having additional needs the SENCo will write a Targeted Learning Plan (TLP) which identifies short term targets appropriate for the child. These are shared with parents and reviewed every 6-8 weeks, after which a new TLP is written. Time is set aside in each session the child attends to work 1:1 with the key worker to achieve the targets on the TLP and all staff are aware of the targets so that they can work towards them as opportunities arise during everyday activities. Specialist advice from other professionals, including Portage Workers, Health Visitors, Inclusion Teachers, Speech and Language Therapists, Physiotherapists and Occupational Therapists is used to identify appropriate targets, as are the views of parents and key workers. Where necessary the SENCo will, with parent's permission, refer the child to other professionals, including speech and language drop ins and paediatricians. The SENCo liaises with all the professionals involved with the child to plan appropriate provision, targets and learning experiences. The SENCo may also, again with parental permission, seek advice from a Specialist Inclusion Teacher through a Request for Guidance(RfG). This is also an opportunity for parents to discuss their concerns with a specialist. If necessary, the SENCO will also request assessment by an Educational Psychologist and if the child has significant needs a request will be made for a Statutory Assessment leading to an Educational Health and Care Plan. Throughout this process the SENCo will support parents in completing the necessary paperwork involved. When the child is receiving multiagency support and input, the SENCo / Manager will endeavour to attend / organise Team Around the Family (TAF) meetings to ensure that the family and all the professionals involved in supporting that child are kept up to date with the that child's progress within the setting, so that relevant actions are agreed upon that are informed by the child's current developmental level.

## Transitions

### **What the setting provides**

We operate a flexible, child centred approach to a child's transition into the setting to ensure that each child feels safe and secure as they join nursery. We encourage the use of 'settling in' visits but appreciate this may not always be possible. Initially parents are encouraged to bring their child to look around the setting and perhaps stay and play for a short while. Depending upon how the child has interacted with their new surroundings, during subsequent visits parents are encouraged to leave their child for a half an hour to an hour to stay and play. This settling in period allows the child to adjust to their new surroundings, the practitioners in the setting and the other children. For some children, this may be a short process and for others it may take longer, each transition is taken on an individual basis. Each child is assigned a key person within the first few sessions, based upon the sessions that the child attends and the practitioner with whom they bond with during these first few sessions. This practitioner will introduce themselves as the child's key person to parents and explain the key person system in more detail.

Parents of children who have been identified as having additional needs prior to joining the setting are encouraged to meet with the Manager / SENCo to discuss arrangements for their child's transition into the setting and to share information which will help inclusion into the setting. An individual access action plan will be created and any reasonable adjustments where required shall be discussed in order to meet the individual needs of that child.

We have a comprehensive transition policy and procedure which we follow when children leave nursery to attend a different setting or move on to school, A child's key person will meet with parents and discuss the transition document which is completed detailing the stage of learning and development that the child is current working at and their specific interests and characteristics of learning. This is done to ensure that the setting / school receive relevant information about that child in order to inform further learning opportunities at the new setting. Preparation for the transition into school is planned for within our long term planning and includes role play with school uniforms and sharing stories about school visits. Teachers are invited into the setting to meet the child in a familiar setting and discuss each child's interests with their key person. For those children who are identified as having additional needs, the SENCo will organise a transition meeting with parents, the teacher of the child's new setting / school and other professionals involved with the family to share relevant information to allow for a smooth transition for that child.

## Staff Training

### **What the setting provides**

We are a small staff team that benefit from many years' experiences supporting children in early year's education.

All practitioners within the setting are trained to level 2 or 3 or above and hold current paediatric first aid certificates

The Manager has a Level 5 qualification in Leadership and Management.

The SENCo is a qualified teacher and teacher of the deaf.

### **STAFF RESPONSIBILITIES:**

**Child Protection & Safeguarding:** Sue Donaghey-Gregory and Vicki Edwards

**Special Educational Needs and Disabilities Co-Coordinator:** Kath Woodhouse

**Behaviour Management/ Health & Safety Coordinator:** Donaghey-Gregory

**Equality Named Co-Ordinator:** Mel Robinson

We adhere to a regular programme of supervisions and appraisals for all practitioners through which further training needs are identified. All staff benefit from a variety of training opportunities which are cascaded to the rest of the staff team. Continuous professional development is encouraged and supported by the manager of the nursery.

Within our setting we have staff that have accessed the following training

- WellComm
- Makaton
- ASD

Should the need arise, specialist training can be accessed for practitioners to support a child with specific additional needs in line with the setting's reasonable adjustments policy.

The setting benefits from regular visits by the area's inclusion teacher and the Manager and SENCo have established close links with the local children's centre and speech and language team which can be accessed for additional advice and support should the need arise.

Within the staff team we have practitioners who have worked with children diagnosed with Autism Spectrum Disorder and Spina Bifida.

## Further Information

### What the setting provides

We operate an open door policy at Scale Hall Nursery and parents are encouraged to provide feedback, comment or ask questions about any aspect of practice within the setting, Should parents require a longer discussion about their child's progress then in the first instance the child's key person should be approached and a mutually convenient time can be arranged to allow for a more in-depth discussion to take place. An appointment is preferred so that additional staff cover can be brought in to ensure we keep to the correct ratios.

Where a parent is unhappy with the service they are receiving please contact the nursery manager, Sue-Donaghey-Gregory by phone or by email ([admin@scalehallnursery.com](mailto:admin@scalehallnursery.com)). A copy of the settings complaints policy and procedure can be found within the setting