

**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting:

**Staghills Nursery School**

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| **Setting Name and Address** | Staghills Nursery School  Top Barn Lane  Newchurch  Rossendale  BB4 7UE | | | | | **Telephone**  **Number** | | **01706 213303** |
| **Website**  **Address** | | staghillsnursery.schooljotter2.com |
| **Does the settings specialise in meeting the needs of children with a particular type of SEN?** | **No** | | **Yes** | **If yes, please give details:** | | | | |
| **✓** | |  |
| **What age range of pupils does the setting cater for?** | The school provision has places for 2, 3-4 year olds.  The school Governing Body has a separate Ofsted Registration for 0-2 year olds in The Early Years Centre. | | | | | | | |
| **Name and contact details of your setting SENCO** | School SENCO  Joanne Waterfield  Staghills Nursery School  Top Barn Lane Newchurch  BB4 7UE | | | | | | | |
| **Name of Person/Job Title** | | Joanne Waterfield  Acting Head teacher | | | | | | |
| **Contact telephone number** | | 01706 213303 | | | **Email** | | head@staghills.lancs.sch.uk | |

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| **Please give the URL for the direct link to your Local Offer** | staghillsnursery.schooljotter2.com | | |
| **Name** | Joanne Waterfield | Date | December 2023 |

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| **The Setting** |
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| **What the setting provides**  Staghills Nursery School is a maintained nursery (funded by Lancashire County Council).  The Nursery School is situated on a large estate in Newchurch and families travel from a wide catchment area to attend nursery.  The nursery school provides 190 places for 2, 3 and 4 year olds. Some children attend morning sessions and some afternoon sessions and we also provide places for children accessing the 30-hour child care offer. Children can also access Breakfast Club and extended days through the schools extended offer.  Children are organised into small family groups and are supported by experienced TA staff and teachers. Nursery School employs fully qualified teachers who are early years’ specialists, who also have extensive experience of working within the primary sector. We have 4 learning bases, one for 0-2 year olds and 3 separate rooms which are used flexibly to support the needs of the children. For example, a smaller space may be used as a nurture room.  The Special Educational Needs Coordinator is a teacher who works within the provision and she has many years of supporting children and families to access the right levels of support. |

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| **Accessibility and Inclusion** |
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| **What the setting provides**   * Staghills Nursery School is fully accessible with a designated disabled space on the car park. * There is a security system in place and all visitors to the school are expected to show identification, sign in and wear a visitor’s badge. * The nursery school adheres to the Lancashire local authority admission policy, giving priority to children with Special Educational Needs. * The building is wheelchair accessible. * Personal Evacuation Plans are put in place for individual children who have a disability. * Staghills is a Lancashire County Council(LCC) Maintained Nursery School and as such has access to specialist staff, such as teachers for the visually and hearing impaired and we are able to call upon LCC for a classroom Audit. * The school has when possible commissioned its own Educational Psychologist to support staff in the Early Identification and support of children. * Picture communication systems are used where required. Makaton sign language is supported where appropriate. * Resources are organised to promote individual choices. Core resources are always available to children and are clearly visible. * The nursery environment is large with an accessible outdoor space * An indoor sensory area is available for children with lights and interactive equipment (within the blossom room) * PECS Choices boards and Now/Next boards are used to support some children   **The classrooms**   * Changing beds, potties and low-level toilets are available. * The exciting outdoor play area is wheelchair accessible. With access available to a large allotment and growing area. * All policies are available via the school website. Staghills has an inclusion policy and an accessibility plan and the desire to meet the needs of all children as far as possible. Printed copies are available on request. * We have a member of staff who speaks Punjabi. * The nursery welcomes parents to come and discuss their child’s needs. * Each classroom is adapted to best meet the needs of children. Table heights are mostly adjustable. * Picture communication systems are used where required. Makaton sign language is supported where appropriate. * Resources are organised to promote individual choices. Core resources are always available to children and are clearly visible. * All children are encouraged to access areas of learning independently and resources are easily accessible. |

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| **Identification and Early Intervention** |
| **What the setting Provides**  **Induction**   * All new intake children are invited with their parents to visit Nursery for a tour. * Staff complete a One Page Profile on this visit which captures each child’s strengths and the things we need to put in place to ensure that we meet individual needs. * Next, the children attend for at least 1 session with their parents. The next visit is planned with parents and key workers depending on the child’s confidence. The induction may take as slow a pace as the child (and parent) needs. * Once the children have started at Nursery, their progress is closely monitored. Each child is placed in a small key group with a key person who is responsible for collating information regarding the child and forming a strong link with the family. * Each child has their own learning journey which includes short and long observations and spontaneous observations of them in nursery. In addition, the key person takes responsibility for maintaining an EYFS tracker document which provides information regarding progress, starting from a baseline assessment. * We use target tracker where the child’s progress is able to be seen visually on a graph. Each child's key person makes an appointment to speak to their key children parents at least twice a year to look at the learning journey and discuss progress and any concerns. * The school completes a baseline assessment when children start nursery. * WELCOMM assessments on children’s language acquisition and understanding are completed for all children to support next steps in the child’s learning. * 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. * Once the progress has been mapped, the planning within the Nursery takes account of the next steps needed for each child. * 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. After discussion with the parents, it may be that a child needs additional support within the session. For example, a number of children each year require additional speech and language input. The keyworker would put aside a time when the child can be taken to a quiet area to follow a program set by the Speech and Language therapist. |
| * The nursery ethos is to work in partnership with parents. If a parent is worried about their child, they should talk to the child’s key worker. Other professionals refer many children to the nursery school when development does not appear to be progressing at a typical rate. * Differentiated planning and groupings plus further interventions such as nurture groups support individual children and early identification of vulnerable children through dialogue between staff and from analysis of baseline. * Summative assessments are undertaken each term in partnership with parents. Parents are invited into nursery or visited at home to discuss their child’s progress and attainment. Children often show different skills and behaviours in different settings. Summative assessment judgement agreed with parents is entered onto an electronic tracking programme and a line graph is produced each term, highlighting typical age phase development. * Parents are able to see in which areas their child is making most progress and reaching a stage typical for their age. The teaching staff then scrutinise each child’s progress. If a child appears not to be making good progress this is discussed with the key person and the parents. * Where a child’s progress is poor, intervention strategies are put into place and written up in an Individual Education Plan. The school also commissions its own Educational Psychologist to develop individual plans for some children. * Individual Plans are monitored and reviewed approximately every six weeks. Where progress continues to be limited a referral to appropriate professionals is made with parents’ permission. * A CAF (Common Assessment Framework) from is completed with parents and other relevant professionals. The CAF is designed to be used when: a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing) a child or young person, or their parent/carer, raises a concern with a practitioner a child's or young person's need. * The nursery works with other professionals such as educational psychologists, occupational therapists, physiotherapists, health visitors, speech and language specialists. Often, a programme of work will be directed by a specialising professional and carried out by nursery staff. * Additional support and intervention work will be recorded in an Individual Education Plan agreed with parents. * The nursery aims to promote inclusive practice and where ever possible children’s needs, will be met in the mainstream provision. Withdrawal takes place only where necessary. The nursery supports children by adjusting its staffing ratios where possible. * All staff in a classroom will work with a child who has SEN in order to avoid dependency. The child’s key worker will feed back to parents each day and inform other staff of any messages or information received from parents. * The SENCO works with parents and other professionals to compile evidence for an Education and Health Care Plan for children who have additional needs. This includes the All About Me document. |

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| **Teaching and Learning Part 1 – Practitioners and Practice** |
| **What the setting provides**   * The nursery school works their own curriculum which is available to see on the website. * Children with SEND are also assessed on progress on individual targeted learning plans. * The school’s teaching and learning policy works to meet the learning needs of individual children. The key worker role is regarded as an essential part of the teaching and learning Policy. * The Nursery school employ qualified Early Years teachers and highly qualified teaching assistants. * The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. The Nursery school is organised into areas of continuous provision, with resources available at all times for children to utilise in their play. There are also adult focused activities which are planned and differentiated to meet the needs of the children in the group. For some children a greater level of differentiation is required because they have additional or special educational needs. * Differentiation may also be needed for children at a much higher level. 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. * Where more specific input and targeting are required, the child will have a Targeted Learning Journey which is agreed with parents and outlines the child’s particular needs. Some examples may be early play skills, a ‘now and next’ board, Makaton or a visual timetable. * 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. Parents are able to speak to their child's key person or the teaching staff at any time if they would like further information or advice about supporting learning at home. * Staff plan and monitor children’s learning in small buddy groups led by teachers who are early years’ specialists. The Acting Head Teacher is also SENCO and supports staff with the implementation of targeted learning plans and progress is closely monitored. * We believe that every child is a confident and capable learner from birth and our ethos and values are embedded in our shared image of the child. * **Children who are comfortable with who they are: who take risks in their learning and keep having a go.** * **Children who communicate confidently in their own way. It is ok to be me!** * **Children who are confident in their abilities and whose enthusiasm for learning is infectious.** * **Children who relate to others as part of a community of learners.** * **Children who are curious, inquisitive and independent.** * **Children who are able to think creatively and explore many possibilities** * Children are assessed against the Characteristics of Effective Learning and our assessments reflect how children are developing in relation to our image of the child statements and the school’s curriculum statements. * 2-year-old checks are completed once the child has settled into nursery and these are discussed with parents and the SENCO supports key workers in discussions with parents where necessary. * Assessments are made in partnership with parents on entry to nursery and during each term through parent and key worker consultations. Summative assessments are used to identify individual learning plans each half term, building on the child’s strengths to promote areas where progress is less good. * Planning starts with the child and learning opportunities are developed in response to children’s interests and children’s current fascinations. |
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| **Teaching and Learning Part 2 - Provision & Resources** |
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| **What the setting provides**   * As a Nursery School, we have a wide and varied range of resources. On site there is also The Early Years Centre (0-2s) and extended schools provision for 3-4 year olds which means that resources can be easily borrowed and accessed 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. * The setting works within the framework of the school’s curriculum maps. The Nursery school employ qualified Early Years teachers and highly qualified Teaching assistants. * All staff work in buddy groups and are linked to a teacher and further support is provided by the Acting Head Teacher who is also the Special Educational Needs Coordinator. The leadership team monitor all children’s progress every term. * Support and advice are actively sought from other professionals such as Occupational Therapists, Psychologists, Physiotherapists, and Specialist Teachers from the Inclusion and Disability Service. All staff are required to work in partnership with other professionals. * Whilst we are committed to children working as part of the mainstream provision supported by all staff, where required, additional support may be given at specific times of the day. * The continuous provision is enhanced regularly with high quality resources according to the children’s interests * Children access the woodland area through the term. * We use provision mapping and audit areas of learning to identify resources and how the environment is supporting children’s needs. Where specialist resources are required we endeavour to access these from loan services and where possible will purchase additional resources. * Resources are open-ended promoting children’s fascinations at a developmentally appropriate level. * When school educational visits are planned, risk assessments are undertaken and we consider the needs of individual children with appropriate support and reasonable adjustments put into place. Where required, children are supported on trips on a one-to-one basis. * Majority of staff are Paediatric First Aid trained. |

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| **Reviews** |
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| **What the setting provides**  We work in partnership with parents to review children’s needs and progress. This involves:   * Transition diaries * Induction visits by children and their parents * Parent consultations each term * A strong key worker system promoting daily opportunities for parent and key-worker discussions regarding children * Home school diaries for children who are unable to communicate verbally * Targeted Learning Plan reviews * Parents supported to facilitate their own coffee mornings and opportunities to talk about their own experiences. |

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| **Transitions** |
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| **What the setting provides**  Before a child starts nursery parents have a number of visits into nursery to meet with their key worker. We identify with parents for example how children like to be comforted, what are their personal care needs, what sort of things they like doing.   * Children visit nursery with their parent/carer at the beginning of term and their transition is staggered dependant on individual needs. * We strongly believe that children need to feel secure in their new environment and have been given the opportunity to form a secure relationship with their key worker prior to being separated from their parent. How long a child stays each day at this transition period is negotiated with parents on a child needs led basis. * When the children are ready to move onto Primary school, we have a good relationship with the local schools, with many reception class teachers coming to visit their children. * For children with SEN or a disability, the SENCO will hold a transition review in the May before the child’s move, inviting the Primary School Head Teacher and SENCO, as well as the class teacher so that the new school have met the family and are aware of some of the child’s needs. If an access plan is needed, this is arranged through Lancashire County Council. |

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| **Staff Training** |
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| **What the setting provides**    • A qualified teacher leads the daily nursery provision.  • The effectiveness of teaching and learning is overseen by the head teacher  • Progress is reported each term to the governor’s leadership strategy committee.  • We have a strong commitment to further professional development supporting and encouraging staff to engage in further training/development opportunities.  • When a child has specifically identified learning needs, appropriate training is accessed when required  **Within our setting we have staff who have completed the following training courses:**  • Staff have had speech and language awareness training through whole staff INSET in using WELLCOMM   * Teaching staff trained in how to use and deliver TALK BOOST sessions   • 2 staff attended Nurture training   * 4 Staff Tatty Bumpkins Child Yoga Sessions * 3 Staff trained in the use of Makaton |

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| **Further Information** |
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| **What the setting provides**   * Please feel free to contact the Acting Head teacher and SENCo Joanne Waterfield for any further information. * Parents can speak to the SENCO or directly to their child’s key person. If a parent is unhappy we have a complaints policy and procedure - the Acting Head teacher would be the person to speak to in the first instance. * There is an open door policy at the Nursery, however, it may be better to ring in advance then a member of staff can be made available. Contact can be made via the main office or in the classroom |