



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Parbold Douglas Nursery LTD**

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:

<http://www.lancashire.gov.uk/send>

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:

Setting Name and Address	Parbold Douglas Nursery		Telephone Number	01257 462199
			Website Address	www.nursery@pda.lancs.sch.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			

What age range of pupils does the setting cater for?	2yrs – 5yrs
Name and contact details of your setting SENCO	Nicola Mawdsley Telephone 01257 462199 Email nursery@pda.lancs.sch.uk

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	Nicola Mawdsley – Nursery Manager		
Contact telephone number	01257 462199	Email	nursery@pda.lancs.sch.uk

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://pda.lancs.sch.uk/nursery/		
Name	N.Mawdsley	Date	19.09.17

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

- We are a private day Nursery set within the Parbold Douglas Academy C of E primary school building.
- We cater for children between 2-5 years of age.
- We are open between the hours of 7.30am – 6.00pm, all year round [excluding Christmas week and bank holidays].
- We are registered to take 37 children daily. The children are split by age across 2 rooms. We have a pre- school room for 21 children and a nursery room (2-3 year olds) for 16 children.
- We offer 'wrap' around care for the children who attend reception class, between the hours of 7.30-8.45 and 3.20-6.00.
- Children in the nursery also have access to the main school building and play areas.
- Key staff within the nursery are the Manager, Miss Nicola Mawdsley who is our safeguarding officer and SENCO. Leanne Akid who leads our 2-3 year old room, Jennifer Webster who leads our Pre-school room and is also our safeguarding officer.

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 information is 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 is fully wheelchair accessible and we have a disabled parking bay to the side of the school building.**
- **Within the nursery we have adapted our toilet areas. This enables the toilets to be assessable for wheelchair users.**
- **We have also added an independent entrance to the 2-3 year old room, making it easier accesses for children and adults.**
- **Information for parents and carers is provided by monthly newsletters also within the nursery on the parent information boards.**
- **We use parent mail and texting service to inform parents.**
- **Names of the staff and governors responsible for safeguarding, and staff responsible for First Aid within nursery; are displayed in both Nursery rooms, Reception area of the school and are also on the school website.**
- **All policies are available from the office on request.**
- **Teaching resources are adapted and differentiated to cater for all additional needs within the setting. Specialist equipment can be provided as and when needed. The nursery has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, laptops, computers and interactive whiteboards are installed in every room.**
- **The listening environment in nursery and school, has good acoustics. We have carpeted and quiet areas also window blinds and wall displays that offer positive stimulation.**
- **All furniture and resources are age and stage appropriate including height adjustable tables and height appropriate chairs.**
- **We have visual routines at child height in both rooms, to enable children to become familiar with routine.**

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 2-3 year 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

- **At Parbold Douglas Nursery, we carry out on going observations and assessments of all the children in our care. These are linked to the development matters ages and Early years foundation stages of development, which can help us to identify individual needs of the children. These observations are then discussed with the room leader/ manager and SENCO.**
- **We share information with parents daily, on entry a baseline assessment is completed with the parent and child's key person.**
- **We operate a Key Person system that allows parents and staff to communicate and share information about their child. This allows parents and staff to express any concerns in a child's learning and development at any time. Additional needs are identified from monthly observations and termly analysis of data.**
- **Close parental liaison is encouraged and meetings are set up whenever there is a concern expressed or when a need is identified. This allows time to discuss any matter in private. Plans can then be put in place to support a child's learning and development.**
- **If there is a concern with a child's learning and development from staff or parents then the SENCO is contacted to set up a meeting and put in measures to further assess and support. External agencies can then be accessed if the need arises and can then visit the nursery to work closely to advise staff and support the child.**
- **Staff within the nursery have had experience of working closely with a wide range of other professionals in order to meet children's SEN.**
- **Parbold Douglas nursery will seek contact with our local inclusion teacher if a parent(s) wishes for us to do so on their behalf. We will then make arrangements between parent(s), the nursery and the inclusion teacher to make a visit.**

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

- **We follow the guiding principles of the Early Years Foundation Stage which allows us to monitor children's progress and development. On entry children are assessed through baselines and Development Matters tracking with parents. This is followed by observations carried out by nursery staff and is shared with parents through Tapestry (An individual on-line learning journey for each child). Evaluations are carried out on each child and discussed with parents/carers at parent meetings.**
- **The parents will be made aware of the child's key person before starting nursery/at the child's visits.**
- **Children identified with SEN within the nursery have their progress monitored regularly through a Targeted Learning Plan which is shared with parent/carers.**
- **Parents Meetings are held towards the end of the academic year to discuss progress and the child's transition to their new school or classroom.**
- **We work closely with our local inclusion teacher, who offers strategies and advise for both parents and the nursery practitioners. These strategies are shared with the nursery practitioners and parents to ensure we work and communicate together.**

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

- **We have resources to meet the needs of children with a wide range of SEND. Access to more specialist resources can be obtained through close liaison with other professionals.**
- **Additional staffing is provided when needed to support children within the setting.**
- **External agencies are welcomed at any time to support the children who need the extra support.**
- **Additional Inclusion Support (AIS) and 2yr old funding can be applied for in order to support the child's inclusion at nursery. Delegated funding and AEN funding can be used to provide additional resources and materials.**

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

- **Parents are able to access children's online learning journeys at any time. (Tapestry)**
- **2 year progress checks are produced and shared with parent(s) and the child's health visitor.**
- **The child's key person holds parent meetings (twice per year), a report is shared with parent(s), meaning next steps can be planned between parent(s) and the key person.**
- **If a child leaves our setting to attend a different setting, a transition document will be shared with both the parent(s) and the new setting.**
- **If the child is to attend our reception class here at Parbold Douglas Academy, the child's key person shall hold a meeting with the reception class teacher, our assessments are also shared with the reception teacher.**
- **Daily report sheets are shared with parents at the end of each day.**
- **Newsletters are emailed to parents monthly.**
- **Children with identified SEND have a home school book to facilitate communication between nursery and home. A transition review meeting is also organised for these children prior to school entry.**

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

- **Transition between home and school is an important time and this is given a high priority ensuring that the child's move to school proceeds smoothly.**
- **We share transition documents with other settings and parents.**
- **Transition visits are arranged for children to meet new staff ahead of September and familiarise themselves with their new room, peers and staff.**
- **Parents will complete 'all about me' forms with the child's new key person.**
- **For children with SEND additional support for transition is provided eg: a personalised photograph album and additional visits.**

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

- **Within our Early Years team there is a wide range of qualifications and experience to support the children in our care. We have staff ranging from level 2 and 3 to Early Years Teacher status and early years professional status.**
- **Staff receive up to date SEND training and hold regular meetings to discuss any relevant changes or concerns.**
- **The manager holds private one to one supervisions with all staff to discuss children in our care.**
- **Large Majority of our staff are paediatric first aid trained.**
- **The school ensures that the nursery staff have access to up to date safeguarding training, staff are aware of our child protection and safeguarding policies and procedures.**
- **Staff regularly attend further training to update skills which is cascaded to other staff within the nursery.**

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

- **Nicola Mawdsley our SENCO can be contacted if a parent wants to discuss something about their child.**
- **All our early years' practitioners have a role for the care and education of each child that attends Parbold Douglas nursery.**
- **Parents are encouraged to speak to a member of management over any concerns or complaints.**
- **The nursery operates an open door policy, we have access to a private room for parent meetings.**
- **The parents are encouraged to enter the nursery rooms and share any information with the practitioners, every parent is given a report about their child when collected.**
- **Appointments are welcomed at the parents' convenience.**
- **The school/nursery use email, texts, letters and emails to communicate with parents. We also use home diaries for parents or daily diaries if a child attends another setting so we can communicate between.**