



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Pinfold Nursery**

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:

INSERT LINK HERE

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:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Pinfold Nursery		Telephone	01704 840338
	Pinfold lane		Number	
	Scarisbrick		Website	www.pinfoldprimaryschool.co.uk
	L40 8HR		Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the setting	We take children from the age of 2 years			

cater for?	
Name and contact details of your setting SENCO	Sarah Wilson Contact on school telephone and via email s.wilson@pinfold.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	Sarah Wilson Nursery SENCO		
Contact telephone number	01704 840338	Email	s.wilson@pinfold.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	www.pinfoldprimaryschool.co.uk		
Name	Sarah Wilson	Date	28/09/2017

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

- **Pinfold Nursery is situated inside Pinfold Primary school. The Nursery is set up between the Key Stage 1/EYFS and Key stage 2 classrooms. We join the key stage 1/EYFS classroom at snack times and will sometimes join the EYFS children for stories etc**
- **Outside we also use the school playground, outside sheltered area, role play area and sensory garden. To enter the Nursery/School we use the pedestrian gates (little gate) x2.**
- **We open every week day, except school holidays and operate between the hours of 8.50 – 3.25pm. The children are also able to use the breakfast and after school club which is held at the school. Children are able to attend the Nursery when they are 2 years old.**
- **We are able to take eight children on any one session with one member of staff. Sarah Wilson (Nursery Manager) is with the children each day and Samantha Moss (Nursery Assistant) comes in depending on staff/child ratios.**
- **Sarah Wilson is the Nursery SENCO and is responsible for the behaviour management in the Nursery.**

Accessibility and Inclusion

What the setting provides

- **The school has three entrances, two of which are wheel chair accessible at all times, the other can become wheel chair accessible with the aid of a ramp.**
- **Currently there are no designated disabled parking spaces; however, if you ring the school in advance we can arrange parking on the school grounds.**
- **The school has a disabled toilet complete with shower facilities and adjustable changing bed.**
- **Within the school grounds we have a sensory garden which is fully wheel chair accessible and has raised beds to enable access.**
- **Policies and procedures are given to parents when their child starts nursery. Enlarged copies are available on request. We currently have an IDSS VI teacher supporting our school and we are able to access Braille resources via this contact. Whilst we do not currently have our documentation translated into other languages, we would endeavour to produce copies of policies in additional languages as necessary liaising with the EMAS (Ethnic Minority Achievement Service) who would assist us with English as an additional language and or other agencies to access specialist services or resources to support children with**

additional needs.

- **We make every effort to support our families with additional needs. We are aware of families who need additional support and parents are fully aware that they can approach any member of staff for help. We set time aside to complete paperwork with parents.**
- **Displays are changed regularly and bold fonts are used and thought is given to colour schemes.**
- **All resources are appropriate for the age and ability of our children and they have equal access to them. We gain access to any specialist equipment if necessary. We have height adjustable furniture in the nursery.**
- **All resources are accessible at children's height and are clearly labelled with a picture and sign.**
- **We use Board Maker signs to promote positive behaviour.**

Identification and Early Intervention

What the setting provides

- **At Pinfold Nursery we do ongoing observational assessments of all children in our care. These are linked to the development matters ages and stages of development, which can help us identify individual needs of the children.**
- **If you have any concerns about your child's development you can ask for time to discuss this in private with the nursery manager and together we will plan for your child's learning and development.**
- **Sarah Wilson, our trained SENCO will liaise with other professionals to seek advice and support in identifying individuals needs if necessary. Support and advice from our IDSS Inclusion Teacher can be sought with parents' permission.**
- **We welcome parents and professionals to share reports from health care professionals such as health visitors, speech and language therapists with us in order to plan appropriately to meet individual needs.**
- **Observations, listening, assessments, evaluations all contribute to Individual Targeted Learning Plans.**
- **Targeted Learning Plans will be discussed with parents and together we will plan support for your child.**

The different types of support available for children with SEN in this setting are:

- **Key person input providing an excellent, enabling environment, differentiated activities, targeted support for children's individual needs and interests. (Wave 1 Intervention).**
- **Specific targeted work within a smaller group of children. (Wave 2 intervention)**
- **If your child has been identified by the parent/manager/nursery assistants as needing more specialist input you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the nursery to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion Teacher or**

Educational Psychologist etc. This will help the setting and yourself understand your child's particular needs better and we will be more able to support them in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: making changes to the way your child is supported in the setting, supporting us to set SMART targets which will include their specific expertise, setting up a group, run by the nursery staff under the guidance of the specialist, to target specific needs, or individual work with the outside professional. (Wave 3 Intervention)

- **For children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.**

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

- **Pinfold Nursery follows the guidelines for the principles of the Early Years Foundation Stage (EYFS):**

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured;

Positive Relationships – Children learn to be strong and independent through positive relationships;

Enabling Environments – Children learn and develop in enabling environments in which their experiences respond to their individual needs and;

Learning and Development – Children learn and develop in different ways.

- **Activities are adapted for each child to ensure that they interact fully within the nursery environment. The areas are enhanced daily linked to the children's interests.**
- **Pinfold Nursery provides information on the EYFS – Everything you need to know.**
- **The key person will develop trusting, sensitive relationships with parents and the child and enable respectful sharing of information.**
- **Children's progress and development is monitored through the observation process linked to the EYFS ages and stages of development, A baseline assessment will take place within 6 weeks of the child starting then will be done at the end of each term.**
- **Parents are encouraged to come into the setting once a term for parents evening, so they are able to chat to their child's key person, look at displays and look in their child's Learning Journey.**

- Your child's Learning Journey will have long and short observations of your child, photographs, samples of your child's work, and comments from After School Club (if your child attends), to support staff in assessing and planning to help your child progress in their next steps. Each child's Learning Journey is accessible and available on request.
- A newsletter is sent out to parents each half term and children's interests from home are asked for each half term.
- The SENCO/Manager will discuss with the other staff/parents and together we will plan to support your child's learning and development.
- Targets will be set on a Targeted Learning Plan (TLP) to support the learning and development of your child after consulting with you and will include how you can support your child at home.
- Together we will identify the support required if necessary, with the aim of enabling your child to become independent within the environment.
- Support may involve some additional input from within the setting and your child will be placed at 'Wave2' of the graduated response to intervention which the setting follows.
- All staff in the nursery will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our team.
- We work in partnership with you through information sharing, identifying needs, setting targets and next steps to focus at home, reviewing progress towards these targets at TLP meetings.
- Permission will be sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS). We will work alongside the specialist services involved with your child and they are welcome to visit the nursery.
- Children's views and feelings can be shared through photographs/objects of reference reflecting on what they have done, achieved and enjoyed. These views will be displayed in the nursery and outside areas.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

The different types of support available for children with SEN in this setting are:

- Key person input providing a small, calm environment, differentiated activities, targeted support for children's individual needs and interests. (Wave 1 Intervention).
- Specific targeted work. (Wave 2 Intervention)
- The specialist professional will work with your child and the nursery to make changes to the way your child is supported in the nursery, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional which maybe a social skills group, a group or individual work with outside professional. (Wave 3 Intervention)

- For children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.
- The SENCO/Manager will offer advice on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the nursery and other professionals working with the child/family.
- Delegated budget and AEN funding will be used to provide additional resources or to adapt existing resources.
- All resources/training and support are reviewed regularly and changes made as needed for staff and children.
- All staff are NVQ level three trained and have experience of working with children within the Early Years age range.
- The SENCO attends meetings to keep up to date.
- List of training that staff have undertaken is as follows:
 1. Paediatric first aid
 2. CAF & CON
 3. Easy on the eyes (workshop for visually impaired children)
 4. Food Hygiene
 5. SENCO 1
 6. Planning from children's interests to challenge and extend their thinking
 7. EYFS – Planning
 8. CAF level 2
 9. Information sharing and assessment
 10. CAF and LP awareness
 11. Level 1 Safeguarding
 12. Level 2 Safeguarding

What the setting provides

- Children are tracked six weeks after they have started and then tracked termly so parents/carers can see where their child is and it helps us to monitor your child's learning and development.
- Parents are able to talk about their child at the start and end of the day. If parents are using the After School Club then we have home/nursery books so information can be shared between us.
- Termly parents evening where parents are encouraged to observe their child in the nursery and speak to their child's key person.
- Newsletters are sent home on a half termly basis.
- Parents are welcome to attend the Friends of Pinfold Primary School meetings who fundraise for the school and nursery. They usually meet every 2 months.
- Parents are invited to end of term assemblies and join social events such as the Summer & Christmas Fayres, Hallowe'en disco, Leavers' Disco, Christmas play and cookery days that we hold throughout the year.

Transitions

What the setting provides

- On induction to the setting the manager/SENCO and parents share information on the strengths and needs of the child. We hold transition sessions, where parents have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person. During these sessions we will go through care plans and discuss the 'all about me' booklets so we know about each child's interests and needs before they start the Nursery.
- If other professionals are involved then we will arrange a Team around the family meeting to discuss your child's needs and ensure that proper provision is in place before your child starts the nursery.
- If required staff will attend training related to your child's needs before they start to attend. Parents and key person will agree a consistent approach to ensure continuity of care from home to nursery.
- If a child is transitioning to school or moving to a different setting, the child's new key person or SENCO are will be invited to observe and discuss the child's strengths and needs.
- When a child is transitioning to their new setting their views and feelings are shared through photographs reflecting what they have done, achieved and enjoyed. Learning Journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.
- Photo books can be created of the new setting then the child can look at them at home/key person before the child moves. We involve the children in role play and read books to help the child talk about their new setting and always discuss how they are feeling.

Staff Training

What the setting provides

- All staff are experienced working with children in the Early Years and understand child development. All staff are NVQ level 3 trained.
- All staff hold a paediatric first aid qualification.
- Sarah Wilson accessed training 'Easy on the Eyes'(workshop for visually impaired children). A record of staff training is kept on file.
- The Manager/SENCO attends a cluster meeting each term to keep up to date with the latest information and news and then informs the other staff members.
- We have experience of working with IDSS. They help us provide the best possible experience for the children with SEND at nursery. The team will support us by offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parents and help sign posting us to training.

Further Information

What the setting provides

- The first point of contact is your child's key person.
- The parents can contact the nursery manager/SENCO to discuss something about their child. On the parents notice board situated in the nursery room photos are displayed so parents are able to recognise the staff members and their role.
- The setting has a named practitioner for behaviour management in the nursery. Support can be accessed from our Inclusion Teacher only with parental permission.
- The committee of the nursery are responsible for enabling leadership within the setting to create inclusive policies. To ensure the staff have regular training to keep knowledge and understanding up to date. To ensure that the open door policy creates an ethos that respects and welcomes all. To ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies. It is also their responsibility to manage finances and ensure that delegated Budget and inclusion funding is used to promote inclusion.
- Parents are able to speak to the Manager/SENCO/Head teacher of Pinfold School if they are unhappy.
- Appointments can be made to speak to specific staff. You can also phone, email or write in your child's home-nursery diary.