



SEN and Disability
Local Offer: Early Years Settings
Name of Setting: **Time 4 Nursery**

www.lancashire.gov.uk



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:

www.time4nursery.co.uk

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	Time4 Nursery		Telephone Number	01524 851288
			Website Address	time4nursery@gmail.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We do not specialise in a particular SEN, but we are very aware and supportive to parents when making choices, for children's needs such as attending school visits and outside agencies, with the parents.	
	NO			
What age range of pupils does the setting cater for?	Birth – 5 years			
Name and contact details of your setting SENCO	Sarah Rodriguez- Owner/ Senco Doreen Johnson-Senco/ Claire Percy & Holly Hough - Senco Time 4 Nursery 458 Heysham Road Morecambe LA3 2BN			

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 Rodriguez –Owner -Senco / Doreen Johnson Senco Claire Pearcy & Holly Hough- Senco		
Contact telephone number	01524 851288	Email	time4nursery@gmail.com

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			
Name	time4nurseryco.uk	Date	17/08/2016

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

- The setting is a Private full Day Care, Nursery, catering for children 0-5 with an off site after school club, which caters for 26 children 5-11yrs, where transport from schools to the after school club, is provided.
- The setting is registered for 42 – 0-5 children and 26 after school .
- The setting has 3 rooms 0-2 /2-3 /3-5 and an offsite after school club for 26 (5-11yrs)
- The setting has a large adventure garden where children have free access every day.
- Each room has a team leader supported by the correct practitioner ratio support for that room.
- Each child is assigned a key person who undertakes the welfare and progress of that child.
- The setting provides good support for SEN with regular contacts with outside agencies and special schools, in the area.
- A list of staff members supported by photographs are on view in the entrance to the setting , along with a list of their individual nominated officer roles, this is also available on our website.

Accessibility and Inclusion

What the setting provides

The setting is accessible by a side entrance off the main road, it has a wheelchair access through the ramp on the side door and also through patio doors at the front of the setting.

It has a large car park where parents can pick up and drop off in safety.

On the ground floor is accessible toilet facilities for the 0-3 age and upstairs there are toilets and changing facilities for the 3-5s.

All policies and procedures are available and accessible to all parents in the main entrance.

There are lots of information and displays on parents notice boards around the setting.

If English is not the first language of the family then the setting will access outside help to translate items.

As our Pre-school is on the second floor, to cater for children with mobility disabilities we utilise both the 2-3 and the 3-4 rooms by swapping rooms to make wheel chair access available for children of pre-school age so they can interact with their peers.

All toys and equipment are easily accessible at child's level clearly labelled with pictures and names to make them easily recognisable.

All furniture is high quality and at the correct height for children aged 2-5yrs

In our baby room we have a self contained kitchen area, where children can have food or bottles when ever they need it, a quiet area is provided for sleeping all equipment is of

appropriate age and correct height

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

The setting allocates each child with a key person who observes and monitors the development of each child this is recorded and shown in their learning journey.

All children will have a 2yr check on their development and stage of learning.

Some of the key persons are 'WELLCOM' trained, in the ages and stages of child development, and other practitioners can ask for their help to screen any child they have any concerns about.

If children are recognised as having additional or special needs the parent is contacted and help and advice is given from relevant outside agencies who regularly visit and support the setting.

The setting will arrange meetings with parents and outside agencies to set IEP plans for the key person to follow, and report back at regular intervals with their findings.

All information is shared with the parents and they can ask for the child's development information at all times.

The setting has good relations with all outside agencies such as CAF/ SPEECH AND LANGUAGE/PHYSIO / CHILD PSYCHOLOGISTS.

At all times parents are in control of their child's development support programme and are very much included in all decisions made.

Parents are involved in all decisions made for the child and these are one through CAF/ TAF meetings.

Children are monitored by the key person and all the findings are recorded, if a child is found in need of extra help and support, the parent is contacted and a plan of action is made together to assist the child make progress.

- 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

The EYFS is a set of statutory standards that all early years providers must meet, to ensure all children are supported to develop in all the areas of learning.

The setting does this by providing

- a secure foundation for all children for good progress through school and life
- partnerships between different practitioners
- partnerships between parents or carers and practitioners
- equality of opportunity for all children

All staff are NVQ 3 qualified and are constantly sent on training to enhance their knowledge of current learning and development information and idea. In addition to holding NVQ Level 3 in Childcare, 3 staff also have Level 2 in Team Leading and the Nursery Manager/Deputy and 2 other staff hold a Leadership and Management Level 3 qualification.

Our baby room is set out in 4 areas Comfy/Sensory/Physical/ Exploratory, all these areas are enhanced with extra items to extend learning and these are all age appropriate according to their needs.

Our 2-3s and our pre-school are set out in 10 areas of learning and these are also enhanced to support learning for all ages and abilities, extra equipment is purchased according to the SEND requirements of individual children.

Children use mind mapping sessions to choose what they want in each area.

Children are taught through age appropriate planned activities which are extended through children's interests.

Children's development is recorded against the ages and stages of the EYFS

The setting has practitioners trained in 'WELLCOMM ' and this is used to screen children , to see if they need 1-1 assistance, or adjustments to activities, these are followed up by ongoing assessments in the child's development, by the key person.

Parents are informed of children's learning through activity plans and enhancement plans on the parents notice board, and through regular news letters of what is happening within the setting.

Parents are included and asked to contribute to any activity, visit or outing.

Parents are asked to help support learning by taking part in our letter of the week activities, lending library, toy library or looking after our care bear for a week.

The setting has nominated persons in SENCO, PICO, to assist parents in their help outside of the setting

Outside events are accessed by contact with the Local Children's Centre, and these are passed onto parent through news letters and information sheets which are sent home with the child.

The setting has an open door policy where parents can call in at any time with requests or information sharing, about anything that is happening in the setting.

Children are allowed to express their views through, mind mapping session on future activity plans, or through observations from staff on their personal preference or choices.

- 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

Recourses within the setting are chosen by the practitioners, to enhance their planned activities or to help children with SEND.

Practitioners are allowed to choose from the resource catalogue, which is used by the setting for items or equipment they think will help with children's understanding or progress then these items are purchased by the partners according to budget plans.

The setting provides a manager and a deputy manager who are supernumerary, to assist with any extra support or help for practitioners or children with SEND or to allow the key person to spend time with the relevant professional who attends the setting for individual children.

The setting has good relations with all outside agencies and has contact with Speech and Language / Physiotherapists / Child Psychologists / Health Visitors and all Local Schools.

The setting has within its staffing; 1 level 6 practitioner, all staff are paediatric trained in first aid and are all level 2 or 3 NVQ. In Child Care and Development, some staff are SENCO trained, 6 staff are 'WELLCOMM' trained.

When outside trips or visits are arranged a risk assessment is made before hand to allow time to make Adjustments or access extra support to allow children to enjoy their experience.

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 kept informed as much as possible about how their child is doing by giving settling reports 6 weeks after the child has joined nursery and full reports twice per year covering all the 10 areas of learning.

Children's learning journeys are available at all time's to parents and these show the progress and the stages the children are at, if parents want to have a discussion about their child's development then arrangements are made for the parent and the key person to have time out in a private room to talk together.

The setting records all observations and each key person assesses their child against the EYFS development matters books, the stages of each child's development are recorded on a see at a glance tracker which shows where they are up to.

Each learning journey has a EYFS development booklet inside which shows parents the ages and stages that their child should be at, each key person highlights the booklet once per term to show where the child is actually up to, if they are below the age level then support is put in place to help the child.

A parents notice board is outside each of the rooms which gives all information of what is going on each week in that room, parents are invited to join in or contribute either time or ideas to support the children's learning.

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

When a child is registered to start at the setting, parents are offered short settling in sessions prior to starting a full session where they can come and stay for a short time then progress to leaving them for a short time before starting the full session, during this time the child and parents will get to know their key person and build up a relationship, passing on any relevant information about the child's needs.

When the child is ready to move to the next room the child will be given short sessions in the new room with their present key person before full transition, the child will get to know their new key person in familiar surroundings and the child's learning journey will go with them for the new key person to read and gain information about the child's needs.

When the child is ready to move onto school, the setting supports the parent in making the right choice of school for their child by, supporting them by giving them as much information as possible about schools in the area, and by supporting them on school visits.

School teachers are welcome in the setting to get to know the child in familiar surroundings, to get to know them and talk with the key person about the child's individual needs, or any action plans that are in place.

If a child moves on to another setting then the key person will give a 'New Setting' booklet which will pass on all the key information about that child that will be needed by the new key person.

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

All staff are paediatric first aid trained, which lasts for 3 years.

4 members of staff are CAF trained, whilst the other members are awaiting the new online training. The setting has 1 Qualified Teacher who holds SENCO training as well, and 1 EYPS, all other staff are currently NVQ 3 trained.

All staff are given the opportunity to take training to the next level when the financial budget allows, these are ongoing and always available to all staff.

The setting has gained the Lancashire Quality Award, and is an I Can / ELKLAN setting.

All SENCO staff are NVQ 3 Trained 1 EYPS, and all have attended SENCO training.

4 staff have been Trained in Safeguarding which has been cascaded to other practitioners.

The setting is in constant contact with all outside agencies who are there to help and support the setting with advice on action plans and extra activities to promote children's needs.

The setting supports the local colleges and accepts students as apprentices.

Since the setting opened we have had 6 children in our care requiring SEND or extra support for behaviour needs, these have been supported by all relevant outside agencies.

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

Contact can be made with the setting through contacting the partners Sarah Rodriguez and Laura Morgans / the Manager Doreen Johnson or the Deputy Manager Lisa Mooring, by phone on 01524851288 / our e-mail time4nursery@gmail.com or our website, www.time4nursery.co.uk .

If a parent wants to discuss any aspect of their child's development they can come to pick up early and speak with the key person, if they want to discuss things in more depth then they can arrange a time to have a 1-1 meeting with the key person in private, or if it is something personal or of a more private nature they can contact the office to arrange a meeting with one of the partners or the managers, who will deal with the matter in a private and professional manner.

The people involved in the child's education are the child's key person supported by other practitioners who work in the room, the parents who play a key role in the child's development building up a relationship with the key person and passing on any relevant information which will help and enhance the child's learning.

If a child has support from any outside agencies then they too will have a part to play in the child's development, by supporting the key person with action plans or activity ideas.

If parents are unhappy about any aspect of the child's care they can talk to the key person/ the Deputy Manager / the Manager or either of the partners by contacting the office to make arrangements for a private meeting.

The setting has an open door policy where people can call at any time for information or to look around the premises. All we do ask is if they could avoid the lunch time 12.30- 1.30 whilst all staff are engaged in serving lunch and feeding babies, so that someone will be free to spend time with them and answer any questions they may have.

Appointments can be made to speak to specific members of staff by contacting the office, these will be made at a mutual convenience.

Contact can be made to the setting by Phone 01524851288 / e-mail time4nursery@gmail.com / or our website www.time4nursery.co.uk or by calling into the office personally between 8.30am – 6.00pm or by leaving a message on the answer machine where someone will contact you at a later date.