



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Carr Manor Nursery

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

The Setting

What the setting provides:

Carr Manor is situated in Walton-Le-Dale close to Preston City Centre and motorway links. The nursery is open 5 days per week, from Monday to Friday, 51 weeks of the year excluding bank holidays and Christmas week. Our opening hours are 07.30-18.00. We are a large nursery catering for 85 children in 3 rooms.

Under 2 Room 2-24 months

Toddler Room 24-36 months

Pre-School Room 36-60 months

Most staff have gained a formal qualification in young children's learning and development specific to 0-5 age group. Staffs are experienced in working with Early Years age group. The setting has good links with speech and language therapists and an inclusion teacher. The setting has a trained SENCO (Sharon Gourlay) and staff access specific training such as autism awareness. The SENCO cascades information to other staff at staff meetings and keeps them updated with any new legislation encouraging good communication about child development. The SENCO has experience in completing funding form to be able to access funding for supporting individual children.

The SENCO also communicates regularly with outside agencies. The setting has designated staff for behaviour management- Sharon Gourlay.

Accessibility and Inclusion

The setting operates at one level. Accessibility to the buildings and toilets is available to all. Majority of staff speak English as their first language and we have a member of staff who speaks Estonian fluently and Welsh, Russian and English at children's level. Our Under 2 room also do baby signing for everyday tasks and objects.

Rooms are spacious and resources are organised at children's height. All equipment is age and ability appropriate.

The staff and parents all have their own personal security code to get in the building. The car park facilities are shared with St Patrick's church. Disabled car parking can be arranged upon request.

Identification and Early Intervention

What the setting provides:

The Early Years Foundation Stage Framework establishes minimum expectation in relation to the quality of provision to which every child is entitled to. Through an effective Key person system, observational assessment is made of all children linked to development matter, ages and stages of development. This helps to identify individual needs and ensures that early intervention needed to support additional needs. Further advice and support may be sought from the Inclusion Teacher with parent's permission. Two year old progress reviews are carried out before the child's 3rd birthday and this may identify any areas in which a child is not making progress. Additional expert support may also be sought from other professionals such as Educational Psychologists, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Social Workers and Paediatricians to meet individual needs.

During a child's setting in period, information about the strengths and needs of each child is shared between the key person and child's parents. An education programme is planned based on the themes and principles of the EYFS. The curriculum will be adapted to provide differentiated support to help each child progress towards the early years outcomes by individual needs using a Targeted Learning Plan (TLP) which helps plan for a child's next steps and is shared with parents as well as setting SENCO and other professionals working with that child.

When a child joins the setting their key person works closely with their parents to settle and build up relationships based on a secure attachment. Parents are welcome to stay and play with their child before leaving them. When a child is transferring to a new setting, the key person and SENCO put into place measures to support the transition which include visits between the settings, meetings, receiving, settling and any other professionals.

The child's key person is the first point of contact within the setting. Support is available from the setting SENCO or manager who can access support for parents from the inclusion teacher. Expert advice and

guidance may be sought from other professionals who may become involved in the child's education. If parents are unhappy with an aspect of provision or practice, they have access to the settings complaints procedure including how to contact OFSTED and Family Information Service.

Teaching and Learning Part 1 – Practitioners and Practice

All the children are supported in their learning based on adherence to the principles and themes with the EYFS. Children are encouraged to talk about what they have done at home so that this can be extended upon in the setting. Parents are invited to share their news and child's interests with the key person, and this is reciprocated by the key person explaining aspects of child's development to parents. Relationships between key person and parents are supported through sharing observations via email in their child's learning journey. Children are provided with differentiated learning so that resources and activities are appropriate and are matched to the age and stage of development. We share photos on our private Facebook page to show parents and family members what their child has done within the setting.

Through detailed observations linked to the Early Years outcomes of the EYFS, the key person will identify how much support a child should receive and this will be discussed with parents. Extra support will be put into place with the aim of enabling a child to become independent and develop within the environment. Ongoing partnership with parents will support the decision making process as they are involved in the process throughout. The SENCO will reflect the process linked to planned targets and how parents can support their child at home. The SENCO and the Inclusion teacher will be able to support the process of providing extra outreach support for a child and they may recommend the use of other professionals to work alongside the child either in the setting or within the child's home such as portage or Educational Psychologist.

We now have a Sensory room on site which can accommodate a small group of children. Children with additional needs have regular access to the resources available, which we have found to be very beneficial to their needs. We have lots of light resources, as well as tactile and a light up ball pit. We also hire this room to the community to share our wonderful sensory resources and help to benefit other children in the area.

Teaching and Learning Part 2 - Provision & Resources

The delegated budget received from LCC is used to support all children with additional needs within the setting. Inclusion funding is applied for from LCC (AIS and AEN) to support children with more complex needs and this is used to purchase specific resources or to enhance the staff-child ratio to enable more 1-1 work to be undertaken.

Transitions

During a child's settling in period, information about the strengths and needs of each child is shared between the key person and child's parents. An education programme is planned based on the themes and principles of the EYFS.

A transition review meeting will be held so all staff involved are aware of the child's needs. All documentation will be passed on to the receiving setting when a child leaves Carr Manor Nursery.

Staff Training

A child's physical and emotional wellbeing will be supported initially through forming a strong attachment with their key person who will also be responsible for taking care of all their personal needs. Most staff has received First Aid training and more specific training is accessed when required e.g. the use of an Epi-pen. A medication record book is completed by parents and procedures are in place for safe administration of medicine. A range of strategies to help support children in understanding routines within the setting. Behaviour is managed appropriately by practitioners who are knowledgeable in child development. Children are encouraged to express their views to develop their self-confidence.

Most staff have gained a formal qualification in young children's learning specific to 0-5 age group including 3 graduates. The setting has good links with Speech and Language Therapists. The setting has 2 trained SENCO who cascade information to other staff at staff meetings. The SENCO will attend regular TAF meetings to discuss the development of the child based on observations and Target Learning Plans. Delegated staff have had Diabetic Training and can adhere to the important needs of such children.

Further Information

The child's key person will always try to ensure they are available for informal discussion at the start and end of the session which may include sharing information based on the activities that the children have taken part in. Learning journeys are shared through monthly observations sent through email.