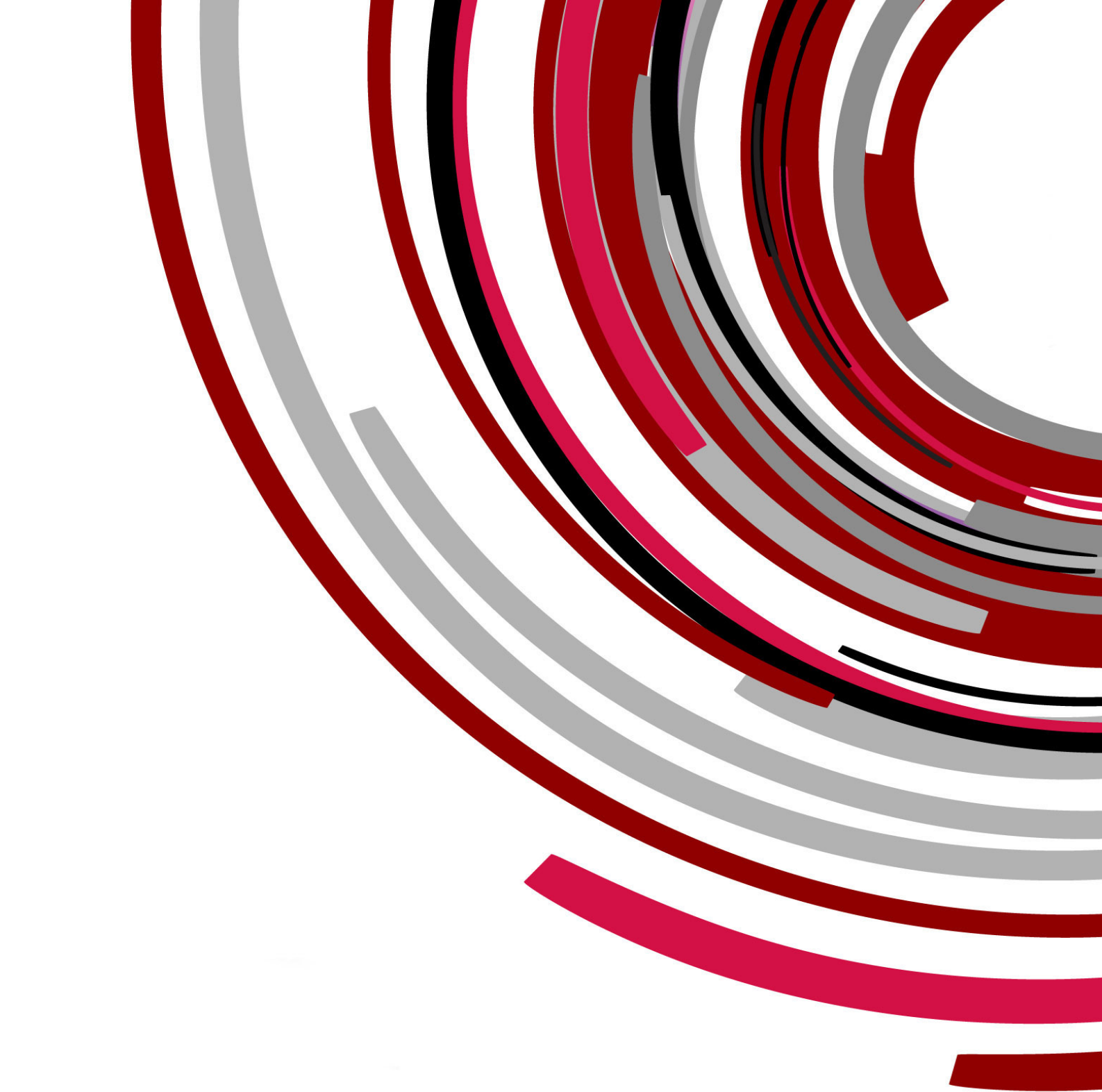




SEN and Disability
Local Offer: Early Years Settings
Name of Setting: **PORTICO AT WEST END**

The Setting

Portico West End is a private day nursery situated at West End Primary School on Grimshaw Lane, Ormskirk, L35 1PA. Portico West End is open from 8am to 6 pm, Monday to Friday, 51 weeks of the year, excluding bank holidays. We provide various sessions, including early bird drop-off (7.30am), full days, and half days, and funded term time sessions to accommodate. Portico West End nursery has 3 rooms which include; baby room, two to three year old room, and a preschool room. There is a separate bathroom for children with low toilets and sinks. here is the nappy changing units too. Portico West End has a spacious garden area with a grass section and a separate garden for the baby room children. Portico West End also has access to West Primary school play grounds, playing fields, trim trail and Forrest school.

Nursery manager Leisha, hold a Level 3 qualification in childcare.

The Second in Charge, is an Early Years Professional (EYP).

Both deputy managers hold Level 3 qualifications in child care and one deputy manager; Caley is the nursery SENCO.

Senior nursery nurses hold Level 3 qualifications in childcare.

Nursery practitioners hold a variety of qualifications. Including staff with Level 4 in early years, a QTS (Qualified Teacher Status) and Level 2 in early years.

Lastly, there are two apprentices, both working towards their level 3 in early years.

At Portico West End we use an app called 'Family'. Here we share observations and assessments; as well as communicating with parents/carers. You will also see activities and day to day routine in nursery. Parents/carers are able to view and comment.

Management and staff share information via the app to support home learning, and any other information, such as toilet training support, school transition support, tooth brushing advice, etc.

Accessibility and Inclusion

Portico West End aims to be inclusive, featuring step-free access to the main entrance with double doors that open wide. There are accessible parking spaces in the car park and multi-spaces for dropping off and collecting children from nursery.

We create a welcoming environment where all children are supported. We identify individual needs early and make reasonable adjustments to ensure every child can join in learning, developing and play. We closely work with parents/carers and external professionals when needed.

We share information with parents/carers through our app Family. In our open-plan office, our policies and procedures are available and can be printed/emailed if needed. Policies are attached to application forms when signing up. (e.g safeguarding, photography and use of children's images policy)

Our rooms are organised to promote free movement and clear pathways, aiding children with physical or sensory needs. The layout can be adapted based on individual requirements. We use visual supports like picture cards, now and next boards, to help children understand routines, make choices, and access resources freely. We place resources at child height where possible and consider alternative methods of access, like tray-based activities or floor-level play. Although height-adjustable furniture may be limited, staff creatively adapt activities to ensure all children can participate independently.

We conduct regular reviews, risk assessments, staff training, and work alongside parents/carers and external agencies to ensure our environment and provisions meet the diverse needs of all children.

Identification and Early Intervention

At Portico West End, we work closely with parents/caeres from the start to identify and support any additional needs. During the signing up process, we gather information about each child, which helps us understand if they may need any support. These conversations continue during settling in visits with key worker and parents/cares and nursery SENCO if needed.

When a child begins, parents complete an 'All about Me' and 'Starting Points' form. Using these, the key person begins to understand the child's development right away. Throughout the first six weeks, the key person observes the child's progress and shares a six-week assessment with parents/carers via our app.

We conduct ongoing assessments, wellcomm screening, and quality assurance checks to ensure that all children's needs are continuously monitored.

We identify children with potential special educational needs through this assessment process. If a child is not making expected progress, we act quickly and share information with our SENco for support. Aswel as talking to our company SENCO Kerry, and the specialist teacher Becky for Lancashire.

Our approach to support follows our SEN/Inclusion Policy and the SEND Code of Practice. If a concern arises, we gather further observations, possibly adding TLP's (Targeted learning plans) to help as early support. Parents/carers are involved in writing and reviewing these plans with key worker or nursery SENCO.

If progress remains limited, the SENCO may seek advice from external professionals, such as an inclusion teacher, speech and language therapist, or support workers. Together we adapt our strategies and make achievable targets.

We plan additional support based on each child's needs, which might involve adapting activities or changing the learning environment. The SENCO ensures staff are supported in implementing strategies and that plans are regularly reviewed. Communication between staff and parents/carers is key for achieving the best outcomes for children.

Overall, our aim is to identify needs early and collaborate with parents and professionals to support every child fully in nursery life.

Teaching and Learning Part 1 – Practitioners and Practice

We create a supportive and nurturing environment. Activities are based on children's interests and development needs. Key person system is in place to help/support and build strong relationships with children and families to support progress.

When a new child starts at nursery, we begin a learning journey. We start with Starting points and All about me; completed by parents/carers.

All observations are tagged to the EYFS learning areas.

A six week review (assessment) is completed by key worker to evaluate how the child has adapted to nursery. Nursery staff will continue to carry out observations, engaging in activities and tagging these observations accordingly with the birth to 5 five matters framework.

We complete Spotlight assessments every 6 months and two year old check when applicable. Along side the assessments, we complete Wellcomm assessments.

The WellComm assessment is a speech and language toolkit designed to identify any delays, and support children's communication and interaction skills. - This is shared via the nursery app. Nursery share home learning around wellcomm to help support development.

We create personalised Targeted Learning Plans (TLPs) to support children needing extra help in overcoming learning barriers, ensuring their individual needs are met effectively. Key person will complete and share with parents/carers and the nursery SENCO.

At nursery we hold parents evening and play and stay sessions for parents/cares to come and join in with.

We use the Birth to Five Matters framework to monitor and enhance children's learning. This information is shared with the SENCO to ensure that all children are accurately identified. Our data analysis enables us to better understand how to support each individual child and improve the overall delivery of the Early Years Foundation Stage (EYFS) throughout the setting. This process helps us identify our strengths and weaknesses, allowing us to take necessary actions to meet each child's needs and foster their development.

The SENCO conducts monthly assessments to pinpoint any requirements across all age groups and provides support as needed. All relevant information is maintained in our SEN file, which includes the graduated response monthly assessments, and tracking data. Furthermore, the SENCO and key workers connect with external agencies as required.

Teaching and Learning Part 2 - Provision & Resources

We provide a range of resources to support all areas of learning and development. And we adapt if and when needed.

These can include visual aids, now and next boards and sensory resources. Resources are used to help staff plan inclusive, differentiated activities that meet children's individual needs.

If we identify that we need any additional resources we use funding, such as Early Years Pupil Premium (EYPP) and any inclusion funding.

We purchase from trusted suppliers to ensure they are safe, inclusive and good quality. We speak with our company SENCO Kerry or Specialist teacher Becky, for support when purchasing to ensure that resources will deliver.

Transitions

When children and families enrol into Portico West End, we start with settling in sessions. Some are with parents/carers and some are solo. We go at Child's pace, with little or many sessions if needed.

When children are due to move into the next room. E.g Babies into Two - threes / Two to three into Prechool. We complete room transitions and settling in sessions with key person.

We have strong links with local schools, inviting teachers in as part of school transitions. When children are set to go to school; we complete final nursery spotlight assessment, wellcomm assessment and a school transition 'all about me'. Children with SEN needs, we liaise with the schools SEN and share any TLPS, Risk assessment etc.

Reviews

Parents/carers will see everything on nursery app 'Family'. Here parents/carers can see and comment. Parents/carers can also share any home learning.

We hold parents evening for parents to be able to come in and sit with key worker to discuss development.

TLPS are completed with parents/carers and key worker or SENCO.

Staff work in shifts, allowing parents and carers the opportunity to speak with key workers. Some parents and carers may find it challenging to manage nursery drop-offs and pick-ups. We utilise an app for communication, and we can also have telephone conversations or schedule times for parents and carers to come in for a chat.

Staff Training

The manager, second in charge, and deputy managers have all received DSL training. Additionally, every senior staff member holds at least a Level 3 qualification. All staff participate in both online and face-to-face training on safeguarding, and everyone is trained in first aid and has undergone DBS checks. We also have support from our area manager, senior managers, and the company SENCO, ensuring that we can provide the best assistance to all children.

Further Information

At nursery we have an open-door policy, which means parents are welcome to pop in anytime to discuss any concerns or questions they may have. The manager, second in charge and deputy manager are always around if parents/carers need to talk.

During drop-off and collection times there is always a senior member of staff to help with any issues.

Parents/carers can message management, or key workers via the app to talk or arrange a face to face time.

Parents/carers are always welcome to call nursery and email the manager. We also have our nursery website

- <https://www.porticonurserygroup.co.uk/>