

SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Portico Kindergarten**

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.porticonurserygroup.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:

PORTICOKINDERGARTEN

Setting Name and Address	P O R T I C O KINDERGARTEN, TOWN GREEN, AUGHTON, ORMSKIRK		Telephone Number	01695 422 319
			Website Address	www.porticodaynurseries.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	/			

What age range of pupils does the setting cater for?	Birth to 5 years.
Name and contact details of your setting SENCO	Sara Molyneux 01695 422 319 portico.jane@icloud.com

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	Jane Waterson, Nursery Manager.		
Contact telephone number	01695 422 319	Email	Portico.jane@icloud.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	www.porticonurserygroup.co.uk		
Name	Jane Waterson	Date	14/10/16

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

Portico Kindergarten has been open since April 2008, we are part of the Portico Day Nurseries Ltd chain which has been established for 10 years. The setting is based on the grounds of Aughton Town Green Primary School in the village of Aughton, Ormskirk. We are registered for 40 children pre day, between the ages of 0 years to 8 years. We have a separate baby room and a large 2-5s room with access to the large garden area. We are open 51 weeks a year, with the exception of Bank Holidays, our open days and times are Monday to Friday 7.30am till 6.00pm. (a 7.30 am start requires 24 hours notice) We offer a range of sessions such as full days (7.30am-8.00am to 6.00pm), am sessions (7.30 – 8.00am to 1.00pm) -pm sessions (1.00pm till 6.00pm) and also a school day (8.50am to 3.25pm)

We are registered for 40 children per day.

Baby room – 9 babies

2-5s room – 31 children.

We are also registered to offer 2,3 and 4 year old funding.

We are registered Outstanding by Ofsted May 2017

Manager – Mrs Jane Waterson.

I have been with the company since September 2008. I have worked my way up from a Nursery Nurse, to Senior Nursery Nurse then Deputy Manager to Manager. I have many years experience in childcare (With my own children and also professionally) I hold a B-Tec Diploma in Childcare and am working towards my Level 5, I am the settings Safeguarding Nominated Officer with Safeguarding Level 1 and 2, I also have Paediatric First aid and am also the 2nd SENDCO for the setting.

Deputy Manager – Evette Weeder

Senior Nursery Nurse – Sara Molyneux

NURSERY NURSES –

Pre school – Evette Weeder (Deputy Manager) Hannah Howells

2-3s - Sara Molyneux (Senior Nursery Nurse) Ginny Barnes.

Baby Room – Francesca Hornby Karen Keane

All are Level 3 qualified in childcare and hold level 1 in Safeguarding

What the setting provides

We are a single story semi permanent building with no elevated areas within the building allowing easy access in to the children's rooms.

There is a buzzer locked gate at the front of the setting that can only be opened by a buzzer system inside the nursery. We have a keypad system on the front door with a bell to ring to gain access for added security.

We have a separate baby garden with astro-turf, several tyres planted with a variety of herbs, fruits and flowers, an age appropriate climbing frame with slide to promote physical development, a storage shed with age appropriate toys and large wooden shed for parents to leave any car seats or prams.

There is a large garden area for 2-5s with astro-turf, We have a large mud kitchen area to encourage children to use fine and large motor skill in their play, a large decked area with decking seats, a den made from trees, wooden planters with flowers veg and herbs and a large wooden climbing with a scramble side and a slide.

Families with English as an additional Language, we will take steps to provide opportunities for the children to develop and use their home language. We will arrange for family members to come into the setting and share information with staff and key workers.

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 is information 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

We are easy to reach from Town Green Lane, close by we have a train station and several bus stops, we also have a separate entrance from the school, the entrance is a low slope (wheel chair accessible) we have 4 child size toilets and 1 larger staff/parent toilet, this is also wheelchair accessible.

We have several boards in the entrance hallway displaying a range of different information for visitors and parents such as the weekly menu, Ofsted report and contact details, Lancashire Safeguarding information and setting policy, photographs and qualifications of the staff, Key worker system on the room doors for parents and children to see. We have a welcome sign in the hallway saying hello in many different languages.

We arrange the children's rooms around the 10 areas of learning, buy using a range of movable furniture, all areas are enhanced linking to the children's interests.

Our Special Educational Needs policy can be found on our company website.

The setting is registered for 40 children per day and we currently have 56 children on register.

Most of the children are local children and the majority of them aim to attend Aughton Town Green Primary School or other local Primary Schools.

The Ethos Of Portico Day Nurseries is that "Every Child is Unique", we aim to provide a very high standard of care and education where every child is treated as an individual and we provide a home from home environment where children are supported by caring professional and committed staff.

Our rooms offer all child sized furniture and equipment at child level, all our areas are defined into sections to enhance children's learning and understanding.

We have an Area Manager with a world of knowledge regarding childcare and child development, she is there to constantly offer support to Managers, Staff and Students regarding childcare, planning, observation and supporting children's learning. We are one of 7 settings, we have and Area SENDco who offers support to all Portico SENDco for the setting.

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?

When a family have decided they want Portico Kindergarten to take care of their child, we will arrange visits, either with parents staying or without (we will always discuss this prior to visits starting and decide the best way for each individual child) on one of the first visits we a member of staff from that room will ask parents/carers to fill in an “ All about me” this will then give the child’s key worker the starting points for the child, this will be imputed onto the child’s own personal profile on Connect (we use an online system where parents can set up a personal password to access their own child’s learning journey at Portico Kindergarten, staff then look at areas they may need to work on with the child, following their interests and needs, staff will take this and use it for PLODS (possible lines of development) this information will then go up on our PLODS wall in the children’s rooms, all staff can see this information so therefore can be involved in each child’s learning process, this ensures that even if a child’s Key Worker is absent the children’s PLODS are still being met. Parents can add pictures on the system and staff can use this as evidence for the child’s observation.

(marked on the tracker as PC, parents comments) The chosen Key worker will then make observations over a 6 week period, this will then be the information they will use to complete a 6 week initial assessment on the child. We then share this information with parents again to discuss any next steps or support that together we can give the child.

Each child is designated a key worker (also a buddy if the key worker is not available) will then evaluate the child’s learning and progress working on the EYFS requirements, from this information the key worker can then decide which areas the child may need more support and which areas may need challenging and extending. We plan for the child’s likes and always try to follow the children’s interests whilst planning for the rooms. We always aim to support the children’s learning through play.

We ensure the staffs for 2 year olds carry out a 2-year check; this is in line with the Health Visitor around the age of 2 years. We then invite parents in to discuss the check and plan together how we can support the children’s learning. we also send a copy of the to share with the Health Visitor. If there

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

At Portico Kindergarten we follow the guiding principles of the Early Years Foundation Stage.

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;

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

We use the characteristics of effective learning to ensure we are teaching the child in line with their learning style, these are;

Playing and Exploring (Engagement)

Active Learning (Motivation)

Creating and Thinking Critically (Thinking)

We long term planning in the form of continuous provision planning that links to the revised EYFS (Sept 2012)

We display owls in each of the rooms (listening owls) each child then has an owl where their key worker will keep any observations they have done throughout the month, this are then evaluated at the end of each month. We have listening ears up in all rooms so staff and parents can note down any comments or children's interests.

Tracker and progress summaries are used termly to identify progress, this is then shared with parents, and this we feel empowers parents to support the child's learning at home is the correct area.

We also display weekly planning; this comes from the information we have gathered from the evaluation of the monthly observations, with this we display PLODS (possible lines of development) this information comes from our termly evaluation.

Monthly checks by the setting SENDCO are carried to ensure that SEN file with graduated response and monthly checks early support is put in place if needed for children of all ages, SENDCO and key workers will liaise with all outside agencies.

We encourage and support staff to hold regular meetings with parents to discuss their children's progress, we ask for comments on children's file work, learning journeys and any observations that have been carried out.

We also hold annual parents evenings to give parents the opportunity to look with the child's key worker in detail how they are progressing.

Here at Portico Kindergarten we hold an open evening, this is a chance for parents new and old to meet other parents, to keep up to date with all nursery news and to

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

Key workers, managers and staff are always at the door to greet parents/carers when they come to drop off their child/ren, this is an ideal opportunity to have a chat, discuss any matters and share any relevant information that may need to be passed on, the same at the end of the day (session) we ensure there is always the child's key worker and/or manager to pass on information, discuss matters of the day, to get any forms filled in.

We have a robust system in place to ensure the way we plan, observe and evaluate children's learning; we have a very good understanding of how to plan for children's interests and identifying children who may need extra support.

Here at Portico Kindergarten your child's keyworker will do monthly assessments, learning journey's, magic moments and every three months we do data analyse to see where your child is in the age band in the EYFS. We will also provide exciting and enhanced provision areas to meet and follow children's interest.

Wave1

This comes as standard as part of our Early Years Practise. We will also offer specific targets to work within a smaller group to ensure we are meeting your child's needs on a more appropriate level.

Wave 2

If your child has been recognised throughout the month as needing more support we would ask for come in and talk to the keyworker and SENCO to discuss your child's progress and you may be asked for your permission for us to refer your child to the appropriate professional e.g. Speech and Language Therapist, Inclusion Teacher, Educational Psychologist etc. This will help the setting and yourself to understand your child's particular needs and will help us to support your child more effectively. Your child will be supported in meeting more specific targets.

Wave 3

If your child has been identified as SEND throughout observations, assessments and parents and carers input Portico Kindergarten is able to offer specialised support though assessing needs using the provision-mapping tool. Your child will be provided will all the help they need thought-out the time they are with us to encourage them to be independent and develop through their milestones.

Staff within the setting will attend child development training to enable them to help and plan for your child if they have any SEND. This is reviewed regularly and changed to meet the needs of the individual child as required.

At Portico Kindergarten there is a SENCO in place who attends termly network meetings to ensure we are continually up to date with currant practise.

All outings will be planned around all children's individual needs and abilities, risk assessments are carried out prior to ensure the assess and safety for all children.

Child starter packs are shared with parents on admission which include a conv of our

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

Staffs observe children across all age ranges/rooms and collect post it notes, longer learning stories, work products and photographic evidence that goes into a child's learning journey. These are shared with parents/carers.

After assessment, next steps/plods are created to support children's learning- monthly for under 2s/ termly for over 2s and shared with parents. Our assessment process gives a clear vision to staff of children's individual learning and how to support that child to make good or better progress over the term. It enables us to quickly identify children who may not be making progress, to discuss why together, and then put actions in place to support that child.

Trackers and progress summaries are used termly to identify progress, were children are entering, developing and confident and this is then shared with parents. Parents are empowered to support their child's learning at home by sharing learning stories and next steps, and offering ideas of how they could continue the learning process at home.

Progress checks at 2 ensure that any issues that any issues are identified and provision made for, and shared with parents. Parents are given a copy to share with their health visitor.

Monthly checks by the Senco ensure that early identification of any needs of all ages, and support given as necessary. (all information in SEN file see grouted response & monthly checks, and tracking vulnerable children in data file) Senco and key worker will lease with any outside agencies.

Key worker systems ensure staff know their child really well, ensuring they are settled and happy, feeling secure in their environment, parents are always greeted and messages are passed on by the key worker, so they have a strong trusting bond too. Parents can add messages in the daily dairy books we have, as well as phoning/ emailing for contact with the key worker.

There is a wipe clean white board for parents to inform the nursery about what their children have enjoyed at home, so that staff are able to plan around their interests. This has been a huge success recently, parents have really used the board well, each week we always have many comments of what their child has enjoyed for example visiting the zoo, and particular finding the otters or going on holiday, which really aids the staff in meeting the children's needs, and planning based on their interests.

Parents are regularly invited to share information about their child's development with their key person to identify next steps for learning. They have regular input into their child's learning records and on the listening board where they inform staff of the children's interests and achievements.

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
The role of the Key Worker-

A key worker is someone identified as having a specific responsibility for a number of named children.

This person will never undermine the attachment a child has with its parent/main carer, but is there to be a special person to the child, to help them manage throughout the day, to know them well and to build a strong like between home and nursery. (Elfer et al 2003as cited in Nutbrown, 2006)

It will be the key workers role in the transition to safeguard the child, to ensure that they are happy and feel secure at all times, helping them settle into new routines, making efforts to include the child in the group and activities that they may particularly enjoy, to help them bond with other children and to slowly participate in activities.

If a child's key worker is ever absent from nursery due to holiday's sickness or training then another named member of staff (Buddy) will be assigned to that child for the period of absence. We will endeavour at all times to ensure that the children to not suffer any disruption and that it is someone familiar to the child and their family.

It will be their responsibility as a key person to meet the needs of that child during daily routines and for supporting and recording activities and experiences.

We use our provisions mapping tool and action plan to support learning for children's who may require additional support

We strive to meet the needs of all children and abide by our Equality and Diversity policy to ensure we provide your child the best care possible.

Here at Portico Kindergarten we are very proud of the transition process we have devised.

We will gain permission form parents asking for consent to contact their child's selected Primary School, we then contact them inviting them in to visit the child at our setting. With parents permission we then offer them a copy of the transition report we do giving them a guideline of where we think they are in their development.

The Reception teachers from Aughton Town Green Primary school come over to the nursery to get to know the children This is a great opportunity for the teachers to meet the children (again) and to start to build those important bonds.

The children who will be attending the local school (Aughton Town Green Primary School) are offered the opportunity to go to the school for lunch In the school hall, this helps parents to decide if their child will prefer a hot school meal or a packed lunch.

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

Manager.

Joined the company in September 2008, she has a level 3 B-tec diploma in Childcare, NVQ in Management and is currently working towards her level 5 in Children and Young peoples Workforce Development, the manager is the named Safeguarding officer for the setting and is also a qualified paediatric first aider and holds Food and Hygiene level 2

Deputy/OSC Manager.

Has CCLD level 4 in childcare, NVQ level 3 in Management and is also currently working towards her Level 5 in Children and Young Peoples Workforce Development, She is the company Safeguarding officer

Senior Nurses

One is CCLD trained and is the setting SENDCO and the other is NNEB trained and is the Behaviour coordinator.

Nursery nurses.

All are level 3 qualified and 2 are paediatric first aid trained, all have safeguarding level 1

Nursery Cook.

Food and Hygiene level 2

We also have a Area manager who supports the manager, a company SENDCO and a company Safeguarding officer.

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

Your first point of contact within Portico kindergarten is your child's keyworker.

The manager or a senior member of staff will always be on site to answer any queries.

We have a Complaints policy in place displayed in the nursery hall.

There is an open door policy for parents to come and look around our setting at anytime.

Parents can identify the SENCO from the photograph on the SENCO display board in the entrance of the nursery.

The settings SENCO, manager and deputy manager will be able to offer advice and will be able to signpost parents to other professionals that may be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, staff, IDSS inclusion teacher and speech and language therapist.

Portico Kindergarten has a named practitioner who is the behaviour management policy co-coordinator and can therefore offer support and guidance to parents.

The directors of Portico Kindergarten are responsible for appointing strong leadership in the setting and ensure we have inclusive policies and that all policies are kept up to date.

The nursery manager ensures all staff receive relevant training to keep their knowledge and understanding up to date.

Portico Kindergarten operates an open door policy and parents are welcome to come and view the setting when it is convenient for them.

Staff have good relationships with parents and talk daily about their child and what they have been doing during the day, as well as providing them with a home/nursery diary to make sure we have good communications with our parents.

Parents have the opportunity to make appointments to come in and speak to their child's key person if they feel it is needed.

Portico Kindergarten promotes an environment that reflects diversity and encourages information sharing with appropriate agencies.