

SEN and Disability
Local Offer: Early Years Settings

Portico Day Nurseries
St Johns Children's Centre
Birch Green Road
Skelmersdale
WN8 6JJ

Manager: Amanda Wiley
01695555503
portico.amanda@icloud.com

SENDCo: Louise Hardaker
01695555503
stjohns.deputy@icloud.com

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

We are a private day care provider offering quality care for children 0-5 years as well as offering before and after school care for children attending the school attached to the building. We also offer holiday club for children up to the age of 8 years.

The setting is registered for 52 children and we have 40 children on role attending different sessions throughout the week.

We have a 0-2 room which consists of 10 children throughout the week and one member of staff based in the room.

We have a 2-3 room which consists of 13 children throughout the week and 2 members of staff including our deputy who is also SENDCO

We have a 3-5 room which consists of 13 children throughout the week with 1 member of staff based in the room.

We have an apprentice who supports all staff and children in all of the childcare rooms.

The manager is supernumerary and spends time between all rooms as well as in the office.

Amanda Wiley- Manager

Louise Hardaker- Deputy Manager, SENDCO

Kirsty Shire- Senior

Caley Hall- Senior

Accessibility and Inclusion

Portico at St Johns is a private day nursery which is part of a limited company which has 7 settings in total throughout Lancashire and St Helens. We are located at St Johns Children's Centre in Skelmersdale which also on a school site.

We were registered in March 2011. We took over the setting from its previous owners in April 2011.

We are open 51 weeks a year, closing only for Bank holidays and for 1 week at Christmas. We are currently open 7.30am-6.00pm, Monday to Friday. We offer a range of sessions for children from birth to 5 years. We offer full days, school days and half days care. We also offer 15 and 30 hours funding for eligible 2,3 and 4 year olds, which we offer flexibly to cater to the individual families. We currently have 11 children attending our setting using their 2 year funding.

We provide breakfast club and after school club for older children attending St Johns Roman Catholic Primary School. We are attached to St Johns Roman Catholic Primary School as well as being situated near other primary schools. The setting is also close to a large supermarket, health club, shopping centre, swimming pool and library.

Entrance to the setting is through the children's centre main door, which has disabled access. There is a car park on site with a disabled bay near the entrance. The nursery entrance is all on one level making it accessible to all with wide access doorways. There is also a disabled toilet on site.

Upon request we can provide information regarding the nursery and our policies in large print or audio format.

The setting holds 52 children and we are currently registered for 40 children. The majority live in the local area and attend different sessions throughout the week. We have many families accessing their 15 and 30 hour funding.

We have children with English as an additional language and we work closely with their families to provide a smooth transition from home to nursery. We work closely with the parents/carers to ensure we are meeting the needs of the individual child, this done through settling in visits as well as building and maintaining strong bonds formed with the key person. We also use a specialised EAL tracking system in line with the early years foundation stage (EYFS) to ensure we are meeting the individual child's needs. We welcome outside agencies and have good relationships with other professionals to ensure we are meeting the needs of each child.

The ethos of Portico Day Nurseries is that 'Every Child is unique.' We aim to provide high quality care and education where every child is treated like a valued individual.

The special educational needs policy can be viewed in our policies and procedures file located on site or through our website. This is regularly updated and reviewed to be in line with all relative legislations. Upon induction, parents/carers will receive copies of the main policies (including SEND policy) as part of their starter pack.

The rooms offer resources accessible to all children as they are kept at an appropriate level. We have height adjustable tables and all furniture can be reorganised to meet with your child's needs.

Identification and Early Intervention

We operate using a key person system in all our rooms. Your child is allocated a key person with a secondary key person in place to cover the primary key person when they are not available. The role of the key person is to develop a trusting, sensitive and caring attachment with the child to ensure they feel safe and secure whilst in our care. This then allows for learning and development to take place which the key person will also track and monitor using the EYFS requirements. The key person will carry out observations (both adult led and child initiated) as well as assessments on their key children. After the first 6 weeks, their key worker will carry out a baseline assessment. They will gather evidence which will enable them to plan possible lines of development cater to the individual child. We know our approach of the delivery of the EYFS learning and development is effective because children can be seen to be making good or better progress from their starting points and their baseline assessment.

Our observations and assessments are based at the core to our planning for activities or for the environment. Staff carry out monthly planning consisting of interests and developmental needs of their individual key children. They will then plan activities and enhance the areas to ensure all learning and development will take place using the children's curiosity as well as support from the staff. At the end of each term, the key person gathers all the information collected throughout the term to give a holistic view to the child's current stage of development. Our assessment process gives a clear vision to staff of children's individual learning and how to support that child in their learning and development in the coming term. It also enables us to quickly identify children who may not be making progress, to discuss why this could be and then to put actions/strategies in place to support that child.

We make sound judgements on children's learning through carefully tracking all 7 areas of learning (physical, PSE, communication and language, mathematics, literacy, understanding the world, expressive arts and design.) Our data analysis gives a clear vision of how to support individual children but also how to improve our delivery of the EYFS as a setting. This allows us identify any weakness in our provision and put immediate actions into place to create a better learning environment for all the children in our care. Parents/carers are empowered to support their child's learning at home as we encourage parents/carers to share activities and experiences using our online platform (iconnect/parentzone). The children's learning can be viewed at any time using this online platform. Parents can approach their child's key person if they have any concerns or they can speak to the the SENDCo (Louise Hardaker) if they wish.

We undertake a two year progress check between the age of 2 and 3 years old. This allows staff and parents/carers to review the child's progress as they move towards meeting the early learning goals.

Reports from health care professionals including health visitors, speech and language therapists and social workers will help to identify each individual child's needs. The setting welcomes professionals and parents sharing information in order to plan effectively to meet the children's needs.

We follow the guiding principles of the Early Years Foundation Stage:

- Unique Child- Every child is a unique child who is consistently 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)

Our nursery provides planned focused activities for your child to help us determine their current stage of development as well as challenge their learning and development. In the nursery we have ten areas of provision. These are: Book, Malleable, Mark making, Creative, Painting, Small world, Construction, Sand, Water and Role play

Activities within the provision areas are enhanced in accordance with your child's interests and are fully adaptable to ensure your child is engaged, learning through their play and interacting fully.

Your child will have an online learning journey, which parents/carers can access at anytime by logging into ParentsZone which is password protected, only staff members, parents and any other family members parents wish to give the password to can access your child's personal online learning journey. Staff will upload observations with photos attached; they will then link your child's observation to the EYFS and provide possible lines of development which can be completed both at home and at nursery.

Staff will also complete an enhancement plan of resources, which will then be added to a specific area in the room to enhance your child's learning, this could be based on your child's interests.

After your child's end of term assessment is completed, we will ask parents/carers to come into the setting when they are available so we can share their child's progress with them. This ensures continuous communication so all parties have the relevant information, allowing the child's learning and development to be continued at nursery as well as at home.

If your child's key person has identified a possible learning need, observations and assessments will be discussed with the nursery SENDCo who will offer support and advice to your child's key person and parents on the process of applying for extra support. A targeted learning plan will be put in place to support learning and development, which will include parents with ideas of how to continue the plan at home.

At Portico at St Johns we follow a provision mapping system, this is a tool that has been put in place enabling us to identify what our setting can offer your child and how we can put this into practice through practitioners input. It is divided into four areas:

1. Communication and Interaction
2. Cognition and Learning
3. Emotional, Behavioural and Social
4. Sensory and Physical

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Once a child has been identified as SEND, this system allows practitioners to develop and use different types of teaching and support to develop children in accordance to their current ability and stage of development. It is broken down into three areas of intervention, known as 'Waves'

- **Wave 1** is a universal approach and is what we provide for all children in our setting
- **Wave 2** is a graduated approach aimed at children who need a little extra help or support which has been identified through observation and assessment along with information provided by the parent/carer
- **Wave 3** is when individualise support and interventions are put into place enabling us to contact outside agencies and use a multi-agency approach to plan for and support your child through their first steps of early education.

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.

At Portico at St Johns, your child's key person will work in unison with their colleagues to provide exciting and enhanced provision areas to meet and follow your child's interests, **(wave 1)** this cones as standard as part of our early years practice. Wr will also offer specific targeted 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 as needing more support, you will be asked to come in and meet with us to discuss your child's progress and you may be asked for your provision for us to refer you to the appropriate professionals (e.g. Speech and Language Therapist, Educational Psychologist etc.) This will help us to support 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, through observations, assessments and parents and carers input, Portico at St Johns is able to offer specialised support through assessing needs using the Provision Mapping Tool. Your child will be provided with all the help they need to encourage them to become independent and develop through their milestones.

Staff within the setting 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 each individual child as required. Programmes such as 'sign along' can be introduced and followed by all staff ensuring ensuring consistency for your child.

At Portico at St Johns, there is a SENDCo in Place (Louise Hardaker) who attends termly network meetings to ensure we are continually up to dat with current practice.

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

Child started packs are shared with parents.carers on admission. which include a copy of our policies to reassure parents that we are inclusive.

Inclusion funding and Two year funding can be applied for to support the child being included in the setting. Delegated funding and additional education needs funding will be used to provide additional resources or to adapt existing resources.

Transitions

We operate an 'Open Door' policy and encourage parents/carers to come and look around and discuss any issues or ask for information as and when requested.

When you have decided to enrol your child/children into Portico at St Johns, your child will be allocated a key person who will be responsible for the work in your child's learning journey and making sure your child's daily needs are met. Parents are encouraged to be open and honest about their needs, wishes and expectations for your child whilst in our care. We strive to meet the needs of all children and abide by our Equality policy to ensure your child receives the best care possible. All children are offered visits into the nursery before they start to help them adjust to the setting and to get to know their key person. On your first visit, a staff member will sit down with you and complete an 'All About Me' which gives us the opportunity to get to know your child's interest, routines and if there are any health requirements. We will then complete 'My Starting Points.' This gives us an indication of how your child is developing and what we can start working on in nursery.

We will support you and your child in every way possible with their transition into nursery and parents are encouraged to bring their child in on several visits before your child's official start date.

As parents/carers, you are invited to observe your child on the CCTV system located in the office and are encouraged to phone the setting if you feel the need to check on how your child is settling. As a nursery, we will work with you to settle your child into nursery the best way possible.

When your child is moving into a different room, a transition report is completed by your child's key person with your input to ensure the new key person and staff within the new room have all the relevant information. Your child will go on visits to the next room and be given opportunity to get to know their new key person.

If a child moves to another setting or is going to school, their learning journeys that have been completed in nursery will be yours to take home to keep as memories of their time at Portico. A detailed transition form will be completed with a summary of where your child is working at in terms of their age appropriate milestones. The nursery manager will contact the school and arrange a visit from your child's new teacher. The pre-school/wise owls room has a display board which recognises all local schools and the room is enhanced throughout the summer term with lunch boxes, school bags and stories about going to big school. Information can be shared with your consent to the new setting with the involvement of the SENDCo with a view to share targets ensuring the continuity for your child in the new setting. We aim to help make the school transition as smooth as possible by inviting teachers to come and observe the children in the nursery environment. The child's key person will also discuss the child's development. We encourage children to develop self-help skills and carry out PE lessons before the children start school to get them used to dressing and undressing. This was following a request from a teacher and is proving to be successful. We write to schools every year to see how our children have settled in and if there is anything else we can do to prepare them for school. We continually strive to improve practice and work closely with schools in the local area.

Staff Training

The staffing consists of:

- MANGER- Joined company in 2011 and has a qualification in Childcare level 5 and is our qualified safeguarding officer. She is also our company SENDCo
- DEPUTY- Has a level 4 qualification in Early Years Advanced Practitioner. is our qualified deputy safeguarding officer.
- 2 Senior staff- Both hold a Level 3 as Early Years Educators.
- NURSERY NURSES- One holds a Level 3 in Nursery Nursing
- APPRENTICE- our apprentice is currently working towards her level 2 qualification

ALL MEMBERS OF STAFF ARE PAEDIATRIC FIRST AID TRAINED

Newly appointed staff are either already qualified or on apprenticeships, during a three month trial period, there is a programme of supervisions and reviews, augmented by on going professional supervision and conversations with the manager.

Our SENDCo attends termly cluster meetings as well as having termly visits from David Ahead. SEND is on the agenda at every monthly staff meeting and the SENDCo will give staff updates and strategies to use for any of our children with SEND.

We also have a company SENDCo with many years experience to act as a supporter and advisor to nursery staff

Further Information

Your first point of contact within Portico at St Johns in your child's key person.

Parents can identify the SENDCo from the photograph on the SENDCo display board on entrance into the nursery and also on their name badge.

The settings SENDCo, Manager and deputy manger will be able to offer advice and will be able to signpost parents to there professionals that may be able to help such as health visitors and Speech and Language Therapists.

Portico at St Johns has a named practitioner who is the behaviour management policy co-ordinator and can therefore offer support and guidance to parents/carers.

The directors of Portico 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 receives relevant training to keep their knowledge and understanding up to date.

Portico at St Johns operates an open door policy and parents are welcome to come and view the setting whenever it is convenient 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 at St Johns promotes an environment the reflects diversity and encourages information sharing with the appropriate agencies.