



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **PORTICO AT WEST END**

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.porticodaynurseriesltd.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:

PORTICOATWESTEND

Setting Name and Address	Portico at West End		Telephone Number	01695 571757
	West End Primary School		Website Address	porticodaynurseriesltd.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	0-5 years, and after school club.			

setting cater for?	
Name and contact details of your setting SENCO	Leisha Kelly (Senco) 01695 571757 portico.leisha@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	Rebecca Marsh (Manager)		
Contact telephone number	07534585654	Email	portico.becca@me.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.porticodaynurseriesltd.co.uk		
Name	Rebecca Marsh	Date	11/06/14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

Portico at West End opened on the 3rd of September 2012. This is the sixth nursery within Portico day nurseries ltd, which has been established for 10 years. The nursery is situated on the grounds of West End primary school. It is based within a built up residential area, that is within close walking distance to the town centre. Portico at West End is registered for 68 children, between the ages of 0 to 8 years. The setting is open Monday to Friday 51 weeks of the year, with the exception of bank holidays. The hours we offer are 7:30am till 6:00pm. We offer a variety of sessions to accommodate those who access the setting. The sessions range from before and after school club, to full days, half days as well as school day hours.

As a setting we are registered to access the 2,3 & 4 year old funding.

MANAGER- Rebecca Marsh

Since joining the company in 2006 with a qualified Diploma level 3, I went on to hold CCLD level four, A units in assessing and have worked within the company of Portico Day Nurseries Limited for 8 years, Safeguarding officer with safeguarding level 1 & 2, First aider.

DEPUTY MANAGER/SENCO - Leisha Kelly

Since joining the company in 2009, has gained NVQ Level 2 & 3, and recently (May2014) completed Level 3 Diploma in Play work, First aider.

SENIOR NURSERY NURSE- Chloe Francis

Since joining us in March 2013 with her degree in Early Childhood Studies, and also holds an Early years professional status. Deputy Nominated safeguarding officer. Safeguarding level 1 & 2.

NURSERY NURSES - Debi Valentine, Samantha Newcomb.

all level 3 qualified, one first aider, all safeguard level 1 trained.

Accessibility and Inclusion

What the setting provides

The building is single storey and there are no elevated areas within the building allowing ease of access.

We have a double door entrance making the setting accessible, as well as having an open door policy, so parents can come for a look around the setting at any time.

Our policies and procedures are to hand in the open plan office/hall.

We have disabled car parking spaces on site.

With any families in which English is not their first language, we take steps to provide opportunities for children to develop and use their home language for example English and polish words up in all areas, books with the child's first language, key persons and staff learning basic words used everyday e.g. hello, toilet, please, cup, drink.

Identification and Early Intervention

What the setting provides

In our application process we ask all questions regarding needs for your child, as well as settling in visits to discuss any needs and what we can provide your child during their time with us.

When a child starts nursery with us, parents fill in an all about me and starting points so the key person can see where the child is developmentally on arrival rather than at the end of the 6 weeks, the key person then spends the first 6 weeks gathering lots of evidence and getting to know the child before a progress summary report is completed. When the baseline is completed, we discuss this with parents, and next steps are made with the parent and key person. Any concerns are discussed with parents and we can see what we need to do next with the parents together. SEN checks are also completed monthly by the SENCO.

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

Here is a section from our SENCO policy,

It is essential to monitor all children's progress through out the Early Years Foundation Stage. When children do not seem to be making progress either generally or in a specific aspect of learning, we will adopt a GRADUATED RESPONSE (a model of action and intervention) as specified in the Code Of Practice:

- On identifying an issue we will put in SEN SUPPORT– where we will gather more evidence and observe the child.
- On identifying the child has a special educational need, we will inform parents and intervene through SEN SUPPORT– by providing interventions and strategies that are *additional to* or *different from* those usually provided. An Individual Education Plan / Play Plan will usually be devised. Parents will be asked to help write and agree the IEP.
- If this intervention doesn't enable the child to make satisfactory progress, the SENCO may seek support from external agencies. This is SEN SUPPORT. With support from other agencies and professionals/specialists, alternative interventions and strategies will be put in place and a new IEP usually devised.

AIMS:

- To recognise any special needs a child may have and ensure that all staff are aware of the DfES Code of Practice on identification and assessment of special needs.
To develop and maintain a member of staff who is experienced in the care of children with special needs, who will be familiar with the Code Of Practice and who will attend any appropriate special needs training courses offered relevant to our role.
To assess each child's specific needs individually and adapt wherever possible the facilities and care as appropriate.
To liaise with other agencies, including health and education authorities and seek advice, support and training.
To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day.
To promote positive images of those with special needs wherever possible.

PROCEDURES:

- To appoint a member of staff as the person responsible for the Special Educational Needs Policy (**SENCO**) and to liaise with all staff for the care and education of any children with special needs. **The settings designated SENCO is Leisha Kelly and the company SENCO is Natalie Smith.**
- The Special Needs Co-ordinator will work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy and practice of the nursery and provision, and also the care and planning for individual children, always making sure plans and records are shared with parents.
- The settings SENCO will communicate on a monthly basis with all key workers to ensure there are no particular concerns about any children, ensuring a swift response to any issues arising and to check that individual educational, behavioural or play plans are being carried out and kept up to date.
- The SENCO may be involved in a child's 2 year old EYFS Progress Check if concerns arise regarding a particular area of need or development . They may help the manager in quality assuring these checks. Hopefully any issues will have been picked up previously due to our robust planning and assessment cycle and monthly / termly checks and reporting that is in place, however, if a new issue arises, the SENCO will support the key person in completing the check and liaise with parents, and any other professionals necessary to help meet the needs of that child going forward
- All children will be given a full settling in period. It is paramount to find out as much as possible about a particular child's condition and the way that affects his/her educational needs by:
 - Liaison with the child's parents.
 - Liaison with any professional agencies.
 - Reading any reports that have been prepared.
 - Attending any review meetings with the local authority.
 - Regular monitoring of observations done on the child's development.
- To follow the **Code Of Practice** and implement the **GRADUATED RESPONSE** alongside parents and carers and other professionals in order to meet children's needs.

What the setting provides

We have a clear and comprehensive observation and assessment process enabling us to track children's development towards the 7 areas of learning within the EYFS.

Long term planning is in the forms of continuous provision plans which are up in all areas in the room; they link to the new EYFS. (Sept 2012). Children each have an owl which is where we keep post it notes attached to it for the month that their daily observations are attached to known in the setting as post it notes). We have listening ears up in all rooms in which staff and parents note children's interests.

Starting points/ baselines are completed for new children. Flexible weekly plans help staff to focus on and support learning and development and weekly enhancements plans support child initiated play and provision indoors and outdoors. Staff know their key children well. We know this because activities are pitched at the correct level, offering enough challenge and support to those who need it through staff teaching, interaction and involvement. Children's fascinations and interests are used to encourage and motivate the children.

Staff observe children across all age ranges/rooms and collect post it notes, longer learning stories, work products and photographic evidence which goes into a child's learning journey. These are shared with parents/carers at the end of every month, but parents can discuss their child's development and needs at any time through our drop off and collection conversations with key worker, our open door policy so parents can call in at any time, we have daily diaries in which parents and key worker can write messages to each other. Our observations and assessments are central to our planning – for activities or for the environment.

We have a Listening board where comments can be noted by staff on areas identified during the week in which provision will be made as soon as possible to facilitate the child's growing interests.

Next steps 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 alongside parents to support that child.

Trackers and progress summaries are used termly to identify progress 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.

We use the tracker from birth to five, are shared termly with Manager. This is shared with the Senco to ensure they have identified all children. Our data analysis gives clear vision of how to support individual children but also how to improve our delivery of the EYFS across the whole setting as we are able to quickly identify our areas of strengths and weaknesses and put actions to support the child's individual needs and development.

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 is in our SEN file including graduated response & monthly checks, and tracking vulnerable children in our data file Senco and key worker will liaise 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 diary books we have, as well as phoning/emailing for contact with the key worker.

Continuous provision areas set out across the open plan layout help children engage in their play, all equipment is accessible to the children at all times. All our furniture is not fixed in place, so we are able to move it around any time to suit children's individual needs, we can make basic alterations in the room layout if necessary e.g. to enable wheelchair access around furniture. All furniture we purchase is child appropriate and can be adapted for instance the community play equipment can be altered e.g. height of equipment suitable for the age of the children in the room. We have a lovely open plan room which is large and spacious, and leads out to a large garden, we use free flowing indoors and outdoors so children are able to be outside whenever they like, This develops good self-help skills, independence and allows the children to make their own choices. The staffs deploy themselves across all areas, so children are always monitored closely.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

We have an annual setting budget which we use accordingly to plans at the time, this may be to enhance the outdoor environment because that is an action on our action plan, it may be to develop sensory resources as this is something we want to develop from our provision mapping tool. We will use the nursery budget on what we need most at the time.

We welcome other agencies and professionals to the setting and work closely with them for example speech and language, or a translator (could be a family member, sibling) to the family.

On trips and visits outside of nursery we follow a robust risk assessments, as well as permission slips from parents, hi visibility jackets, ratios, first aid kit etc.

As we are one of seven nurseries, we are always able to share resources for the children.

Reviews

What the setting provides

On a daily basis key worker greet and take messages along with collection at the end of the day, this an opportunity to discuss anything parents and key worker would like to discuss whether this be what they child has enjoyed that day, or something they have learned and developed in etc.

Next steps are created to support children's learning and are 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 with parents as well as the key worker as well as the key worker discussing the age bands with the parents, so they understand how we judge this and make appropriate next steps, or early identification etc., and then put actions in place to support that child.

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. Senco and key worker will lease with any outside agencies. Key worker and parents work together on this, and decide what is best for the child.

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.

We hold an annual Parents Evening, in which parents choose a time suitable for them on the evening we discuss the child's development and anything the parents would like to discuss with the key worker, we have a look at the child's file and parents can add comments. We also have a sheet of paper in which parents can tell us what they think of the setting, e.g. what does your child like, what do you think we can improve on/ change? etc.

Transitions

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What the setting provides

Portico Day Nurseries Ltd has a key worker system in place to ensure that all transitions are a happy time for the children and parents involved.

This starts for new children entering nursery for the first time, to room movements, as children get older, and to moving on from the nursery to other settings e.g. school, or child minder.

The Settling in policy will be used for new children, and a baseline assessment completed as stated in our curriculum policy. All transitions will follow the procedure below:

When staff identify that children will be experiencing a transition;

- Letters will be sent to parents / carers to inform them and the transition discussed with them.
- The child's present key worker will arrange for visits to take place into their new room with their new key worker. As children are all different some may need more visits than others. Visits will therefore be arranged on individual children's needs.
- Parents / carers will be kept up to date with how the child is getting on.
- Children's developmental records will be passed on from key workers alongside a completed transition report, signed and dated by the current key person – any issues such as health / additional needs will also be discussed.
- It is expected that the staff know the children well enough that they will plan enough visits that the child will be settled by the set date they are due to move rooms.
- From time to time, a child may be brought into their original room if upset on arriving in nursery and taken to their new room once settled – again, children's individual needs will be considered.
- Learning Journeys will be sent with parents on leaving the nursery for a new setting and a written transition report as stated in our curriculum policy will be completed and forwarded to new setting.

Attachment and the role of the Key Worker

A key worker is someone identified as having 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 special to the child, help them manage through the day, to know them well and to make a strong link between home and nursery. (Elfer et al 2003 as cited in Nutbrown, 2006)

It will be the key workers role in transition to safeguard the child, ensure that they are happy and feel secure at all times, settling them 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 absent from nursery due to holidays or training, then another member of staff will be assigned to that child for the period of absence. We will endeavour at all times to ensure that the children do 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 provision mapping tool, and action plan to support learning for children who may require additional support.

Staff Training

What the setting provides

All SENCO/ Managers complete SEN training, Safeguarding, and first aid training, as well as CAF.

All senior staff hold at least a level 3 qualification, Manager holds a level 4, and we have an Early Years Teacher who is our Senior member of staff.

All other staff complete safeguarding level 1, we have at least 4 out of 6 staff first aid trained.

All staff complete training that we book based on training and development needs based on supervisions, staff observations and what staff would like training on for example one staff has completed taster forest school training as this is something she was eager to develop, and another has attended Practical Workshop for 2 year olds.

We are just about to hand in our Step Into Quality award (June 2014) to be assessed and credited.

We have an area SENCO who can support staff, managers, SENCO in the setting to plan for the child, support learning, expertise etc.

Further Information

What the setting provides

We have an open door policy at nursery so parents can call in at any time to discuss any issues, questions they may have.

Managers are supernumery so parents/carers can chat to the manager any time.

Managers/ deputy at in the nursery every drop off and collection time of the day, so any issues can always be resolved with them each day.

If a parent would like to speak to their key worker they can do so every day on collection and drop off and ring or email throughout the day, as well as using the daily diary for messages, and we have twitter so parents can see fun activities their child is having in nursery each day.

If a parent would like longer than a few minutes with their key worker they can organise with them a suitable time for both parents and nursery.