



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Our Lady Star of the Sea Nursery**

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.ourladystarofthesea.lancs.sch.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:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Our Lady Star of the Sea Nursery		Telephone Number	01253 720497
			Website Address	www.ourladystarofthesea.lancs.sch.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?	3 years to 5 years			

Name and contact details of your setting SENCO	Mrs. Clare Starkie Tel. 01253 720497
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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	Mrs. Barbara Draper Nursery Manager		
Contact telephone number	01253 720497	Email	b.draper@ourladystarofthesea.lancs.sch.uk

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	URL 519845 EY 262167		
Name	Barbara Draper	Date	16th May 2019

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

Our Lady Star of the Sea Nursery is located in a residential area and primarily serves the families within the parish of Our Lady Star of the Sea. The setting offers both full day and sessional care for 20 children aged 3- 5 years, from 8.45am to 3.30pm, term time only, with four qualified staff at level 3 and one post graduate. All staff are members of an established, reflective and visionary team and whom are dedicated to their profession.

Manager- Mrs. Barbara Draper

Deputy Manager- Mrs. Clare Starkie

Senco- Mrs. Clare Starkie

Pico- Mrs. Colette Parkinson

Enco- Mrs. Colette Parkinson

Behaviour management- Mrs. Barbara Draper

We believe that an atmosphere of equality should permeate all aspects of nursery life and is the responsibility of every member of the setting and the wider community. At Our Lady's equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential. Every member of our community should feel safe, secure, valued and of equal worth.

Our Lady Star of the Sea nursery operates a robust and effective key person system. Their role is to develop trusting sensitive relationships with parents' and children to enable the respectful sharing of information.

Key Persons - Mrs. Barbara Draper

Mrs. Clare Starkie

Miss. Sarah Freeman

Mrs. Colette Parkinson

Reports from health care professionals, such as health visitors, speech and language therapists, identify your child's individual needs and we welcome parents and professionals sharing these reports, in order to plan appropriately to meet personal needs.

Our SENCO will offer support and advice to you and your child's key person, as well as other staff in our setting. She will explain how children's individual needs can be met by planning support using a Targeted Learning Plan in addition to liaising with other professionals to seek advice and support in

identifying individual needs if necessary. Support and advice is accessed via the Send Inclusion Teacher with your permission.

The setting maintains excellent links with Our Lady Star of the Sea School, especially reception, where a whole team ethos has been cultivated to facilitate the constant evaluation of the Early Years Foundation Stage framework. As a foundation team we strive to continuously share good practice regularly discussing learning strategies and how they impact upon the children's learning opportunities.

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

Nursery operates from a large classroom within the main body of Our Lady Star of the Sea Catholic Primary School. The setting is securely integrated within the school community and regularly accesses shared learning areas, fulfilling our vision of 'a community working together'.

The nursery's main entrance is easily accessible from a ground level and doors allow ample space for wheelchairs and prams to manoeuvre.

Nursery opens directly onto a large outdoor provision via a ramp. This environment is continually being evaluated and landscaped to extend the children's learning experiences offering opportunities to learn in challenging, creative and imaginative ways.

There are open and spacious entries into all the learning environments which the children use on a regular basis. Daily risk assessments ensure that unobstructed access is always available.

Toilets and hand washing facilities are situated within nursery and are easily accessible by persons using either a wheel chair or alternative walking aid. There is a bespoke mobile changing table, located in the disabled toilet to be found in the school entrance area. This offers privacy to children wearing nappies or requiring a change of clothing. It has been designed with the children's dignity and independence being of paramount concern and allows them to independently gain access the table via a fold away stair case.

Nursery was refurbished 2013. A neutral colour scheme and natural resources created a calm and tranquil learning environment. All furniture is on lockable wheels which can be easily moved if necessary. Resources are stored in the various areas of continuous provision and easily recognised with the use of pictures and words. The height of tables can be readily adjusted and alternative seating is available if necessary.

Lowering the ceiling has given clarity of sound by reducing reverberations. This has aided children with any level of deafness that may experience particular difficulties in accessing sound when there is a lot of reverberation and/or background noise in the environment.

At nursery we are aware that before beginning to use braille, children need to develop touch discrimination and a range of hand skills so that they can use their fingers to discriminate and read braille symbols through touch and use a braille machine to write. These finger skills usually develop through touching, striking, twisting, picking up, carrying, pointing and playing with everyday objects that they come across. Finger strengthening activities are therefore included in everyday experiences and play so that they are motivating and meaningful for all our children. We strive to provide multi sensory activities as an integral part of our planning. The book corner provides a safe, quiet area to retreat to if your child is tired, or needs some time to themselves. Where possible your child's key person will be present for these times.

We try to be flexible as possible in our routines to provide a positive and respectful environment for your child's needs, but we usually find that well planned day enables a child to recognise, and then anticipate, familiar events and helps them to cope with the different things that happen. A visual timetable and many other strategies are used to support the children in understanding their day. Activities will be adapted to ensure your child is able to interact fully with their environment.

We offer a variety of information and booklets to our parents' and families. These are accessible by our website www.ourladystarofthesea.lancs.sch.uk, alternatively paper copies are available in the nursery entrance. Direct links give our easy access to accessing relevant and useful information.

Information is disseminated via other means of communication;

- **Group text**
- **Email**
- **Telephone**
- **Letter**
- **Monthly e - newsletters**
- **Induction**
- **Parents' day/interviews**
- **Daily dialogue**

If you are a parent who does not have English as your first language, with your permission we can involve other relevant members of our school community, or if possible arrange for an external interpreter. We will use photo images to share what we have been doing that day, as well as our notice and picture boards which explain our learning for the week.

Regular reviews of the access action plan ensure we continually reflect on the inclusiveness of our

provision.

Policies and procedure are updated regularly and are available for parents' on our website www.ourladystarofthesea.lancs.sch.uk, or on request

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?

What the setting provides

We encourage all our families to be involved from the first visit to nursery. Prior to starting nursery you and your child will be offered a home visit. The child's strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly. You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home as well as nursery and reviewing progress toward these targets at Education and Health Care (EHC) review meetings. Your permission will be sought before involving outside agencies, and you are able to volunteer to help in sessions if you like.

At Our Lady's we acknowledge that we play an important role in the early identification and early action of any child who requires additional support and therefore follow Lancashire County Councils 0-25 SEND Code of Practice (2015). To identify a child's special needs we will use the graduated response, including raising concerns, staff talking informally to parents and non-formal/formal observations, monitoring, recording, planning, and reviewing (assess, plan, do and review). We recognise parents know their children best and as such it is important that we listen and understand the concerns you express about your child's development as well as concerns raised by the children themselves.

We will ask for copies of assessment from other professionals before your child starts and advice from the SEND Inclusion teacher will be sought with your permission. Ongoing observational assessments will be used as a starting point within the first weeks of commencing nursery linked to the EYFS ages and stages of development. With parent/carer input targets will be initially set out on a TLP (Targeted Learning Plan) if appropriate to support the learning and development of your child. This enables planning for individual needs and learning goals. Your child's key person and our SENCO will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within the team.

If the child has not reached expected progress and after relevant and purposeful action to meet the child's needs has been taken, the setting will consider requesting an Education and Health Care assessment.

All staff are qualified to a minimum level 3 and have many year's experience working in Early Years. We can also offer support through our Early Year Consultancy Team, with your permission. If your child's requirements are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting your child's needs.

Our Special Needs Policy is available on our website www.ourladystarofthesea.lancs.sch.uk

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

Learning is at the heart of everything we do at Our Lady's and it involves everyone in our whole community. We believe that the key to successful learning is effective teaching differentiated to need and individual learning style. We believe that valuable teaching occurs when an understanding of how people learn is applied to a variety of learning opportunities. At Our Lady Star of the Sea we are committed to life long learning, actively encouraging everyone to take responsibility for and developing their own understanding of how they best learn.

We aim to provide a structured, stimulating environment which builds on individual strengths and supports the needs of all children, promoting independence and self-esteem and enabling everyone to have equal access to all learning opportunities. We provide a broad and balanced curriculum which challenges children to take risk in their learning and ultimately achieve their true potential.

Planning provision is seen as an intrinsic part of securing a focus on achievement and progress for all our children as part of ongoing nursery development. Planning effective provision for children who may be struggling involves, among other things, thinking about how best to use resources and deploy additional staffing to meet the identified needs of children in the year ahead. This thinking is a key element of 'What we must do to make it happen?' stage – though not the only element. Other elements might be planning professional development for staff, or alignment of staff effort around a particular focus (such as to increase children's involvement in assessing their own learning). One way of planning how to deploy additional staffing to meet the identified needs of children is to construct a provision map each year – a management tool that details the range of provision the setting makes for children with additional needs, that provides an 'at-a-glance' picture of what is planned or in place.

Parents' days/sessions/workshops are held regularly and are tailored to reflect the needs of parents' and the children. Parents'/carers are encouraged to take an active part in the children's learning, liaising with key persons on a daily basis. Every month your key person will complete an e- newsletter, to share your child's learning, achievements and celebrations with the family. Parents are invited to contribute via email and end of term feedback sheets as a means of keeping channels of communications open.

At Our Lady's each child's 'voice' is of equal value to the adults and is sought daily via open dialogue and within a secure relationship with their key person. Regular group discussions, circle times, and snack times also offer an opportunity to gather the views and opinions of each child.

Formative assessment is ongoing. Observational assessment and tracking documents which link to the EYFS ages and stages of development are also ongoing. Tracking documents monitor progress and help key persons quickly identify any areas children may be struggling with. A brief summative assessment is made at the end of the year and shared with parents. Our open door policy means that you are always welcome to share with us how your child is doing on a daily basis.

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

We recognise that to be effective, learning and teaching must be supported by adequate levels of appropriate resources, which allow for varied differentiation and preference and are able to meet the needs of all children. The effective use of provision mapping helps us to identify some of the resources and activities we may require to support children's needs.

We provide a well balanced and structured environment that is stimulating and welcoming to all our children by offering a diverse range of activities, resources and equipment. Where there is a requirement for more specialised equipment or resources we will make every effort to access these from support services or by purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to offer additional support flexibly using supernumerary staff if this is appropriate. Likewise, when we plan trips and outings, we conduct a detailed risk assessment of the venues we intend to visit and consider the needs of the children who will be visiting. By making reasonable adjustments during the planning stage we ensure the places we visit are accessible and meet the needs of all the children attending our setting.

The SENCO regularly reviews TLP'S/ EHC with parents, keeping parents fully informed in their child's progress. Trust and partnership is of the utmost importance to us and as such we will deal with any situation in a sensitive and professional manner.

During the transition to school, or if your child attends more than one setting, we will always gain written permission before passing on any details. We would then work in partnership, planning and preparing for transition to ensure we are meeting your child's needs.

All practitioners in our setting are qualified to minimum level 3. The nursery manager is qualified to level 7. We have a regular programme of supervision for all practitioners. At Our Lady's we value any opportunity to support team members in pursuit of further professional development and they are actively encouraged to seek opportunities to do this.

As a setting we seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners and parents have access to a wide library of resources and books.

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

Ongoing observational assessments are made of all the children and are linked to the Early Years Foundation Stage (2017). The EYFS sets out seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. This in some cases identifies individual needs which will be discussed with the SENCO (Special Educational Needs Co-ordinator) Clare Starkie or the Nursery Manager, Barbara Draper. If your child's key person has identified a possible individual need, they will discuss this with you in private and plan together with you the best way to support your child's learning and development.

Trust and partnership is of the utmost importance to us and as such will deal with any situation in a sensitive and professional manner therefore our SENCO will offer support and advice to you and your child's key person as well as other staff in our setting. She will explain how children's individual needs can be met by planning support using either a Targeted Learning Plan or an Education, Health and Care Plan (EHC), as well as also liaising with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice will be sought from the SEND Inclusion Teacher with your permission.

Parents' days/sessions/workshops are held regularly and are tailored to reflect the needs of parents and the children. Parents/carers are encouraged to take an active part in the children's learning, liaising with key persons on a daily basis. Each month key person's complete a monthly e-newsletter.

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

Prior to children starting nursery we encourage parents to bring them for a preliminary visit, though we are aware this is not always convenient. Initially this may just be for the child to have a look around with their parents after which we visit the children in their home environment. This gives us an opportunity to get to know you and your family, and provides an early opportunity for you to share with us details of your child's needs, the involvement of other agencies, and agree with you a consistent approach to ensure the continuity of care for your child. We will meet with other professionals e.g. health care professionals to put in place transition planning/health care plan, or to seek relevant training before your child starts.

A large per cent of our children continue into Our Lady Star of the Sea School, therefore it is logical that we work closely with the school during this time. Procedures include additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible. If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new key person/teacher and SENCO to attend sessions with your child to help them become familiar with them, and have the opportunity to discuss your child's strengths and needs.

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

All practitioners in our setting are qualified to a minimum level 3. The manager is qualified to Masters level and currently conducting research towards an EdD.

We are a dedicated team who continually strive for improvement and embrace new learning. As such staff attends regular training which has either been identified during appraisals or which reflects the needs of individual children.

Our named SENCO (Clare Starkie) is highly trained with many years experience in supporting children with additional/special educational needs and their families. Her commitment to this role is commendable; she is continually seeking new ways to expand her knowledge in order to fulfil her responsibilities to the children.

The setting has Lead Practitioner status within the Lancashire and holds Lancashire's Quality Assurance Award. Nursery has completed the 'I can' Accreditation. Three staff members of staff have recently completed the Cache Diploma level 3 in Speech and Language.

All staff regularly update Safeguarding, First Aid and Caf and Con training in line with EYFS statutory regulations. We offer support through our Early Year Consultancy Team, with your permission. If your child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting your child's needs.

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

Our Lady's nursery operates an open door policy. We like to feel parents are able to contact us at any time, either by dropping in, by phone/email or by arranging home visits.

Where it is practicable to do so key persons/manager are always available to talk to parents at the beginning and end of each session. Whilst we acknowledge there is no real substitute for face to face discussions this is not always possible. In which case contact can be made via arranged appointment times, the home link diary, phone or email.

There is a range of information on our website to keep you updated and informed, these include;

www.ourladystarofthesea.lancs.sch.uk

- Nursery contact detail
- Nursery prospectus and returns documents
- Information about the Early Years Foundation Stage
- Policies
- Nursery News
- Holiday dates
- Current Ofsted report (2014)

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery or can be accessed by via our website.

www.ourladystarofthesea.lancs.sch.uk