



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Learning Curves Nursery**

www.lancashire.gov.uk



The Setting

What the setting provides

Learning Curves Nursery is a privately owned and managed setting which has been registered since 2005. It provides full day care in the nursery from 8am until 6pm for 51 weeks of the year and also offers before and after school provision, term time only. The nursery operates from an open plan self-contained nursery unit attached to Aughton Christ Church C of E Primary School and currently cares for children aged two to four years. There is a secure, separate access to the setting from the school and all children have access to secure, enclosed outdoor play areas. The before and after school provision operates from the school hall, computer suite and Year 1 classroom within the school and also has access to the outdoor play area.

A maximum of 60 children aged under eight years, may attend the setting at any one time; of these, not more than 16 may be under three years. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting serves the local and surrounding areas and children attend for a variety of sessions.

Key members of staff

Manager: Mrs Andrea Valentine

Deputy Manger: Mrs Joanne Rigby

Senior Practitioner/SENCO: Miss Joanne Johnson

Behaviour Management: Mrs Andrea Valentine

Accessibility and Inclusion

What the setting provides

The nursery entrance is very accessible. Parking is provided in the car park at the front of the main school building and the access to the setting is via a flat path around the perimeter of the main school building. The outdoor areas can be accessed through opening double doors that have direct access from the main nursery classroom. There is a shallow ramp providing access to this flat area. The nursery is fully wheel chair accessible and has direct access from the nursery classroom to changing/toilet facilities. We have a flexible room layout with the benefit of free standing furniture that can be changed to accommodate individual needs. Children's resources are all contained within low shelving units making them fully accessible to all children and symbols of the areas of provision are provided for the children to make choices. We provide information in different sizes font and display all of our policies and procedures within the nursery for all parents to view. We offer information for parents on our website and on our parents board just inside the nursery entrance.

Identification and Early Intervention

What the setting provides

At Learning Curves Nursery we carry out on going observational assessments of all children in our care. These are linked to the development ages and stages of development, which can help us identify individual needs of the children. These observations will be discussed with the setting SENCO and the setting Manager.

We operate a Key persons system with each child having a Key Person and another member of staff who will act as a "Buddy" to that child should their Key person be absent from nursery. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them. If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Our SENCO can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from our IDSS Inclusion Teacher can be sought with parents' permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

Observations, listening, assessments, evaluations all contribute to Individual Targeted Learning Plans (TLPs). We will listen to you as well as your child.

Our SENCO will explain how children's individual needs can be met by planning support using a TLP and the advice from the IDSS Inclusion Teacher.

Our SENCO will explain who may become involved in your child's development and their role.

The key person will work with the SENCO to oversee the TLP targets for your child.

The Key person and the SENCO will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, SALT or applications for additional funding, AIS.)

TLPs will be reviewed with parents.

The key person's role will foster relationships with and understand the individual children. The SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.

On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting.

The IDSS Inclusion Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the TLP. The TLP will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child are aware of the child's needs and how to support them.

The different types of support available for children with SEN in this setting are:

- Key person input by providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children should be getting this as a part of excellent early years practice when needed. (Wave 1 Intervention).
- Specific targeted work within a smaller group of children. (Wave 2 intervention)

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides:

We follow the guiding principles of the Early Years Foundation Stage (EYFS):

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 and;

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

- Activities will be adapted to ensure your child is able to interact fully with the environment.
- We provide you with details explaining the EYFS on our parents board and there is also information on our website explaining the EYFS.
- At Learning Curves Nursery each child has a designated key person and 'buddy'. Their role is to develop trusting, sensitive relationships with parents and children and enable respectful sharing of information.
- Children's progress and development is monitored through the observation process linked to the EYFS ages and stages of development, assessments such as the 2 year old progress check and in discussion with you.
- Planning is shared with parents through Tapestry each week.
- Each term we hold a Parents Evening where parents can come and talk with their child's key person and discuss their child's progress and next steps within their development.
- If your child's key person has identified a possible individual need, observations and assessments will be discussed with the Special Educational Needs Coordinator (SENCO).
- Our SENCO will offer support and advice to your child's key person and other staff in the setting and will discuss these observations with you and plan with you to support your child's learning and development.
- Targets will be set on a Targeted Learning Plan to support the learning and development of your child after consulting with you and will include how you can support your child at home.
- In discussion with you, the key person, the SENCO will identify what support is required, if necessary, with the aim of enabling your child to become independent within the environment.
- Support may involve some additional input from within the setting and your child will be placed at 'Wave 2' of the graduated response to intervention which the setting follows.

- The manager will maintain an overview of experiences and progress and the SENCO will work with staff to ensure we are providing the relevant and appropriate support.
- 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 our team.
- Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs and how to support them.
- We work in partnership with you through information sharing, identifying needs, setting targets and next steps to focus on at home, reviewing progress towards these targets at Targeted Learning Plan (TLP) meetings.
- Your permission will be sought before involving outside agencies such as the Inclusion and Disability Support Service (IDSS). Should this be the case, your child will then be placed at Wave 3 of the graduated response.
- We will work alongside the specialist services involved with your child and they are welcome to visit the nursery. Working closely with you and your child will enable us to build stronger relationships and understand and support needs better.
- We have links with our local Children's Centre and can sign post you to support which is available through there, for example drop in speech and language sessions.
- Children's views and feelings can be shared through photographs/objects of reference, reflecting on what they have done, achieved and enjoyed.

What the setting provides:

The different types of support available for children with SEN in this setting are:

- Key person input by providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children should be getting this as a part of excellent early years practice when needed. (Wave 1 Intervention).
- Specific targeted work within a smaller group of children. (Wave 2 intervention)
- If your child will have been identified by the parent/key person/Manager as needing more specialist input instead of or in addition to excellent setting practice and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the nursery to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc. This will help the setting and yourself understand your child's particular needs better and be able to support them better in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in the setting, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional e.g. a social skills group, a group or individual work with outside professional. (Wave 3 Intervention)
- 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.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.

On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting. The SENCO, the IDSS Inclusion Teacher or other professionals working with the setting will support the decision making process linked to planned targets on the TLP.

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

All resources/training and support are reviewed regularly and changes made as needed.

All staff have accessed child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs these would be primary through the health care service and include:

Child development centre, Physiotherapist, occupational therapist, speech and language therapist, portage worker, IDSS Inclusion Teacher. The setting has links with the local children centre and staff sign post parents to support available.

Within the setting there is a trained SENCO who attends regular meetings to keep up to date. With parent's permission advice can be sought from the IDSS Teacher through a request for guidance (RFG). If the 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 the child's needs, for example the sensory team.

All activities outside the setting will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.

Reviews

What the setting provides:

- Observational assessments along with assessment systems such as the 2 year old progress review which are all linked to the EYFS ages and stages of development are used to monitor your child's learning and development.
- You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.
- There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two way communication between us. Telephone calls can be used if parents work and are unable to bring/collect child from nursery.
- Social events throughout the year to help you build relationships with practitioners in the setting.
- Regular information is shared to keep you up to date with what is happening at nursery and a list of daily activities is displayed enabling you to further support your child's learning
- We value parents/carers involved within the nursery and welcome parents to come into the setting to see their child in the play environment.

Transitions

What the setting provides:

On induction to the setting the SENCO, manager or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on play visits to help settle them and develop a relationship with the key person and we also offer an optional home visit should parents feel they would benefit from this. The child will always be at the heart of all we do. We work with the parents and support the child together.

If other professionals are involved, a team around the child meeting (TAC) will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts.

When joining Learning Curves we offer all children unlimited play visits to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and "all about me" forms to be completed with questions which will help the practitioners identify the children's needs, interests and to discuss if any agencies are involved in the child's development.

If required staff will attend training related to a child's specific needs before they attend the setting. Meeting with the Health care professionals will help the child's transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, previous TLPs, paediatric reports, to ensure appropriate planning is in place. Parents and key person should agree a consistent approach to ensure continuity of care from home to setting.

If a child is transitioning to school or moving on to a new nursery setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current Key person and SENCO can attend transition meetings and share targets on TLP and minutes of

review meetings.

When a child is transitioning, their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.

Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.

Staff Training

What the setting provides:

- All staff are experienced to work with the Early Years age group and understand Child Development.
- All staff have a first aid qualification.
- The Manager/SENCO regularly attend cluster meetings to keep up to date with the latest information and news and cascade any information to all staff at staff meetings.
- We have experience of working with IDSS – aims to help Early years practitioners provide the best possible experience for children with SEND at nursery. The team will support practitioners in meeting children’s individual needs through observing children in the setting, offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.
- Parental agreement will always be obtained before IDSS Learner Support become involved with any individual child.
- The SENCO attends meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other members of staff.

Further Information

The first point of contact within the setting is your child's key person.

The parents can identify the SENCO from the photograph on the parents notice board situated in the nursery or on our nursery website (www.learningcuvresnursery.co.uk)

The settings SENCO, Manager or director will also 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, children centre staff, IDSS Inclusion teacher and Speech and Language Therapist (SALT).

The setting has a named practitioner for behaviour management and can also access support for parents from their Inclusion Teacher with parental permission.

The settings managers are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date. To ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition they ensure that the open door policy creates an ethos that respects and welcomes all. They ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies. It is also their responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.