

# **WHITEWELL BOTTOM PRE-SCHOOL**



## **SEN and Disability Local Offer**

June 2014

## The Setting

Our setting is a voluntary, not for profit organisation, which serves our local community.

We are a full day care setting opening Monday- Friday 9am – 3pm term time only.

We are registered to take children aged 2-4 years and offer free funded places for 2, 3, and 4 year olds.

Our setting is organised in a large spacious hall within the local community centre.

It is organised into sections of continuous provision covering all areas of the E.Y.F.S.

We also have an investigation area, music area, ICT area and a separate Role Play area which is changed termly with the input of our children.

We have five members of staff. Four who work directly with the children and an office administrator. All members of staff are qualified at level 3 with one member of staff who has Early Years Professional Status.

We have three members of staff who are key persons.

In addition to key persons we also have practitioners with additional responsibilities, these include, a nominated person for behaviour, Parental Involvement (P.I.C.O.), Equality and Diversity (E.N.C.O.), Special Educational Needs (S.E.N.C.O.) and two nominated offers for Safeguarding.

Our setting has a Manager who has overall responsibility for the Pre-school and a Deputy Manager. It is the role of the deputy to support key persons, support the Manager and co-ordinate planning in conjunction with the key persons and in line with the E.Y.F.S.



## Accessibility and Inclusion

What the setting provides.

### The Building:

Our setting is based in a hall within a community centre. The areas used for pre-school are all on one level. The building is wheelchair accessible from all entrances/exits and all doors leading into our setting are widened. There is a large car park with one disabled parking space to the side of the building. The building is accessed with an entrance alert, which is connected to all rooms. Pre-school rooms are accessed by key pad locks.

There are four toilets all adult, but can be adapted for children if required. We also use potties for our younger children.

There is a disabled toilet with a distress alarm and a support rail around the toilet and sink. It has full mobility access for wheel chair use.

In the entrance there is a small area to store pushchairs or car seats.

There are parent information boards in the entrance area. These contain information about the setting including, what is available for snack, children's activities, what they have done during the week, activities to do at home to promote your child's learning, Parent and children's voice, information on the E.Y.F.S and development matters, policies and procedures, pre-school file to show parents what we have been doing and photos of some of the activities we have on offer. Information leaflets for different organisations i.e. the local children's centre, children's information service and scallywag magazine.

Staff are available to talk through all written information with parents.

Information can also be given in a simplified format, electronically and large print if requested.



## **The Rooms:**

We are a pack away setting, which means our provision is set up and tidied away daily. We are based in a large hall with a wooden floor. The walls are painted with neutral colours to enhance the large colourful display boards and area posters on the wall. We use carpets, rugs and cushions to create comfortable spaces for small world/construction play and our quiet and relaxation area. We have small beds for the children if they require a sleep in a quiet area of the office

There is a small kitchen area just off the main hall.

The pre-school children bring a packed lunch for dinner and they sit in their groups with their key person to eat this in the main hall. This is a very social time where key persons can discuss healthy eating and other related topics with the children.

The large hall is accessed by both 2-3 and 3-4 year olds. We have tables and chairs in different sizes and heights to accommodate all children. Toys are stored in child height units. All continuous provision is labelled with photos on the shelves to identify where resources are on the shelves. In each area sign vocabulary posters are used for practitioners to refer to when supporting children in play.

All toys are age appropriate and we have a large selection of resources which is changed regularly and used to enhance continuous provision through planning.

We also have a large selection of specific resources to use when required.



## The Outdoor Learning Environment:

The outdoor learning environment is accessed via a ramped area directly off the pre-school hall.

We have small soft play and artificial grassed area which is a level even surface. Include in this area is a large sand pit area, gravel, pebble and water area for small world play, a play house currently a carpenters workshop with a slide, a chalk board for mark making and lots of boxes and large foam bricks for construction. We also use the crates and planks on the artificial grass area.

Leading off the soft play is a very large tarmac area which is a flat and even surface. This area is used for water play as we have a large water butt so the children have direct access to water and a large selection of toys, drain pipes, brushes and rollers. The area is also used for rolling tyres, playing with bats and balls and riding a variety of wheeled toys

Around the outside of the tarmac we have a grassed area which is generally flat but has some natural unevenness. This runs alongside a lovely riverbank where we have a fishing station. The children use sieves attached to a rope which they throw through the fencing into the river to collect a variety of different water bugs and insects.

Along the grassed area we also have a music station, balancing tyres, a large digging area with a climbing tree and pulley, spades, rakes, small trucks and diggers. We also have a bug house where the children can use magnifiers to see the small insects and bugs. We have a large mud kitchen area where the children can enjoy cooking either in the oven or on the campfire and make concoctions and potions.

Our quiet area and book area is a fairy garden with wild flowers for sensory and fairy boxes. We have an interactive tree for recording children's voices. The children can sit on brightly coloured cushions on tree stumps to look at and listen to their favourite stories.

We use tyres to create raised beds for planting herbs and bottles which have been made into hanging bottles for flowers and strawberries.





## Identification and Early Intervention

### What the setting provides:

In our setting children's progress is closely monitored. Each child has their own learning journey which includes written observations of them in nursery, comments from parents, including an all about me booklet, tracking information about their progress across the areas of learning and development within the E.Y.F.S and child home link sheets completed with parents. Reports are sent home at the end of every term detailing progress made throughout all areas of the E.Y.F.S. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending pre-school. Your child's key person will discuss this with you and you will also be given information regarding this, to ensure parents understand what they are, how they are used in pre-school, what is in them and how parents can contribute to them.

Children's learning journeys are available for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with parents each term to look at the learning journey and discuss progress and any concerns and also to discuss their child's termly report.

Additional appointments can be made outside these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to meet with their child's key person they can ask them and the key person will liaise with the manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's progress; discussing and identifying strengths as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options and appropriate next steps are discussed:

For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and

development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.

Another next step may be to ask the local authority Inclusion teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of this child. This visit is called a 'Request for Guidance' and is only undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting or you can see it by following this link [www.whitewellbottompreschool.com](http://www.whitewellbottompreschool.com)

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in setting or by following this link [www.whitewellbottompreschool.com](http://www.whitewellbottompreschool.com)

We use provision mapping to identify ways in which children can be supported.

We work closely with the following outside agencies;

Speech and Language Therapy

Occupational Therapy

Inclusion Teacher

Educational Psychologist

Child Development Unit

Health Visitors

Health Consultants

All decisions are made in close partnership with parents / carers and the wider family if requested. We also ensure we include the child views where possible.

## **Teaching and Learning Part 1 – Practitioners and Practice**

### **What the setting provides**

The setting works within the framework of the new updated EYFS. The rooms within the setting are resourced according to the age phase and needs of all the children. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development and four specific areas of learning and development.

In the 2 – 3 age phase areas remain significant but there is an emergence on the specific areas of development and learning.

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in the room to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the development needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All our children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery, building invaluable relationships with child and family. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home.

In our setting we hold a taster session for both parent and child at this session information is given to parents on the EYFS

Parent information boards also display information about elements of early learning development and how this can be supported at home.

Parents are able to speak to their child's key person at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Once each term the key person sits down with the child and they look through the learning journey together.

The key person talks to the child about the things they have done and annotates the journey with the child's comment.

All children in our setting benefit from;  
Baseline assessments  
Termly reviews  
Parent & key person meetings  
2-3 year development check  
Key persons

The role of key worker is invaluable in building relationships with the child, their family and pre school. They work in small groups for learning and also take care of children's care needs.

Differentiation is discussed at our regular staff meetings and both understood and implemented by all staff.

Targeted Learning Plans are written by a team of the Senco, parents and Key Worker.

These are informed by our provision map [[HYPERLINK](#)] which identifies strategies and resources we use at the different waves.

We work closely with all parents to help them understand their child's learning and help them reach their full potential. We signpost courses and learning available in the local area.

Our children are able to show us what they think through their Learning Journey and through children's questionnaires. They also help us to choose the equipment they would like to see in their nursery!

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

We work closely with outside agencies to ensure the correct equipment and resources are available to meet the needs of all of our children. We also ask our children what they would like to have to play with.

We have access to AEN funding to improve our staffing ratios and enable staff to work 1:1 with those children who really benefit from high levels of intervention. It also funds staff to run small group speech and language interventions.

We have good relationships with our local speech and language therapist, inclusion teacher, educational psychologist and our local Children's Centre. We work together to inform and update TLP's, give advice to parents at statutory Review meetings and ensure our children make the best progress. We work with parents and outside agencies to ensure that all activities, both inside and outside the setting, are fully accessible.

Our provision uses resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require access to resources that are significantly different to the resources available within their age phase, we use resources from our additional needs toy bank. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and outside professional to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. 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 provide this. We look to provide additional support flexibly using super numeracy staff if this is appropriate. We also have access to AEN funding to increase our staffing ratios to allow 1:1

## **Reviews**

### **What the setting provides**

Parents are kept up to date on a regular basis about their child's progress. They come into pre- school and we enjoy sharing the Learning Journey with them, as well as our observations and assessments.

We send out an information sheet about each child so that parents are kept informed of weekly progress. This sheet also gives parents the opportunity to share the progress that they see at home – and we can build on the child's home interests within the setting.

## **Transitions**

### **What the setting provides**

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time with us.

We have a settling in policy which is shared with parents when they register their child with us. The key person will talk to parents about their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition procedure which we follow when children either leave us to attend another setting or move on to school.

We have very close links with all our local schools. The reception teachers come into the setting to see the children and speak with their key person. We send out full transition reports covering all areas of the EYFS to the school each child is attending.

Some children may need more support when moving from our setting to another school... Additional factors may need to be considered when supporting a child with additional or special educational needs. Transition meetings are arranged with the reception teacher, SENCO and key person at the child's new school. The child's key person and SENCO from our setting, the inclusion teacher and any other professionals who work with the child and their parents will discuss the best way for a smooth transition for the child.

This could include using a visual time table, objects of reference or the child's key person going along to a taster session with the child so there is someone familiar there to support them.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child!

## **Staff Training**

### **What the setting provides**

All practitioners in our setting are qualified to Level 3 or above, with one member of staff with EYP, (Early Years Professional Status).

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their future development and they are encouraged to seek and are provided with opportunities for this.

All practitioners have first aid training, CAF training and safeguarding.

Within our setting we have staff that has completed the following training courses;

Supporting children with special needs.

CAF training

Empathy Doll Training

First Aid training and specialised training such as Epi pens and buccolam administration.

Time to talk

Sounds and letters

ECat (Every child a talker)

ASD Awareness (Autistic spectrum disorder)

Managing behaviour in early years setting

PECS (Picture exchanger)

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

We also make use of the local authorities Children First web site to access information and e-learning modules such as CAF training.

We work closely with our outside agencies who support us with advice and strategies.

## **Further Information**

### **What the setting provides;**

The pre-school manager can be contacted for further information.

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery.

Our setting has an open door policy.