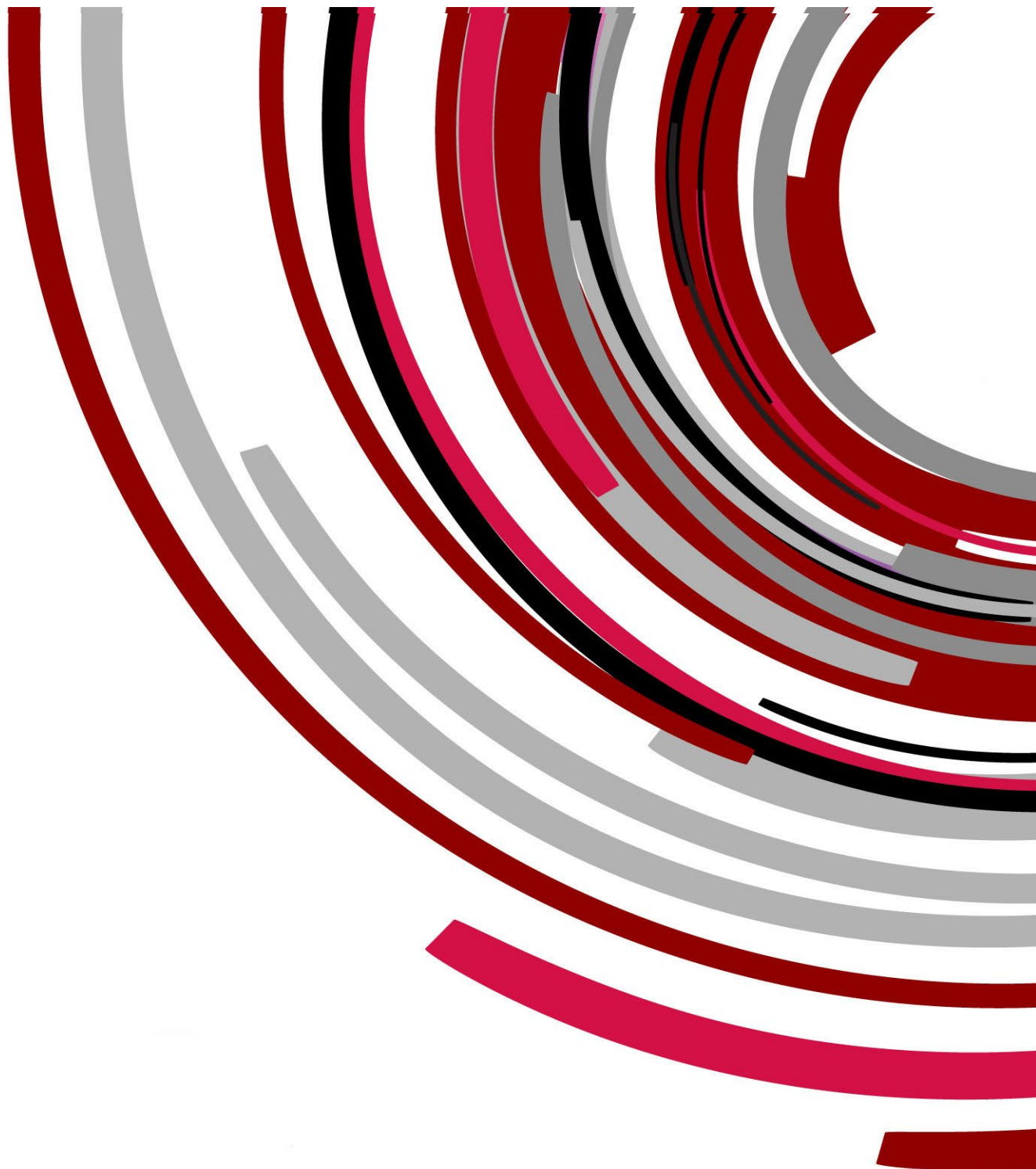




SEN and Disability

Local Offer: Early Years Settings

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The Setting

Sunbeams Nursery is based in the school of St John's Catholic Primary School. It is registered to use the reception base, the nursery room, outdoor provision spaces, the hall and the matrix. It adheres to the statutory requirements of spacing for children in the EYFS.

The outdoor spaces are readily available and we operate free flow provision. Children have access to all areas of the EYFS in the outdoor space.

The building is on one level and is accessible to all, including space for wheelchair access.

Sunbeams nursery is open term time only, Monday to Friday. The hours available are a morning session from 9.00am to 12.00pm and an afternoon session from 12.00pm to 3.00pm. Children also have the option of attending breakfast club from 7.45am to 9.00am and after school club from 3.00pm – 5.30pm. These are under the same registration as the nursery.

We are registered to take up to 24 children, whom have turned three up to the age they start mainstream education. When early years children are in Breakfast or Afterschool club they are supported by one of our early years team sticking to the EYFS foundation guidance of 1 adult -8 children. The key staff are Emma Riley (Nursery Manager)

Accessibility and Inclusion

The school is a single storey building and is wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that doorways and entrances to the school are on a single level and are wide enough to accommodate a wheelchair if necessary.

There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise. Information is available on the school website in addition to regular newsletters. Furniture is modern and of a suitable height appropriate to the age group of children within the setting.

Accessibility and Inclusion cont;

We have a mud kitchen with real utensils such as whisks, spoons, and plastic plates for children to create wonderful dishes such as leaf and mud pie! We enjoy using real tools in the outdoors such as spades, rakes, shovels, trowels etc. in order to promote risk assessment and self-control as well as improving physical development. We also encourage the use of hammers and tools that would be found in a workshop with close supervision on a 1:1 ratio with our woodwork activities.

Information about Sunbeams can be found on our page – Nursery - accessed through the school website, we have an information window with important information as well as having a policy folder accessible to parents both at our morning entrance.

Staff build good relationships with parents and are available for quick catch ups in the mornings and at

home time and always make time if either staff or parents have any concerns about their children, We can always arrange an appointment at a more suitable time. All children are supported no matter what their development stage is, we work closely with parents and outside agencies to maximise all children's potentials.

We have an open plan room with moveable furniture so as to maximise all needs of children, with lots of resources that follow children's interest and needs. We have a quiet space in the room in case our children are feeling overwhelmed. We have open shelves and baskets so children can easily access and see the resources in the room.

Identification and Early Intervention

What the setting provides

All families are invited for two stay and play sessions prior to starting at our nursery. This gives parents and practitioners time to get to know the children and their families. Parents will also fill in an 'all about me' book along with passing any transition documents over if the child has been to nursery prior to coming to our setting. Through this initial meeting parents will share any concerns or known/diagnosed SEN for their child. We will talk about how best, we the practitioners and the setting can support the child and families and we create a targeted learning plan from the start if this is needed.

Our practitioners have good knowledge and understanding of child development, we use development matters to help guide us when thinking about children's next steps, which helps us highlight any gap in a child's development. We write two progress reports a year, one at the end of autumn term and one at the end of summer term. We welcome parents to come and talk to us at any point in the year if they have any concerns about their children.

Once children are settled in, their key worker will start thinking about next steps for that child. This can then 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. If our practitioners have a concern for a child's development we will monitor this and then invite parents in and discuss our concerns. For any children who need extra support, we follow a graduate approach as mentioned in our SEN policy. We will request extra support and knowledge from outside agencies to best meet the needs of the child. We work in partnership with parents every step of the way.

Once a concern has been identified and highlighted, a targeted learning plan will be created, 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. Another next step may be to ask the Local Authority Specialist 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 the child.

This visit is called a 'request for guidance' and can only be undertaken with parental consent. Early identification is vital and outside agencies can help advice the provision of intervention strategies. The nursery manager informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We have an open door policy, and parents are always welcome to come and raise any concerns they may have.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. 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.

Activities and provision are adapted to suit the needs of all the children; practitioners differentiate the activities and provision to meet the needs of all the children. Some children may need more differentiation than others as they may have additional or special educational needs. Staff are sensitive to all the children's development and keep in mind the importance of differentiation, this is to enable children the opportunity to access the setting and activities in a way that is appropriate to them and their needs.

All of the children have a key person. The key person observes your child to identify how they learn through their play, their next aspect of development, what their interests are and whether there is any cause for concern or need for extra support. The key person can also offer ways for the child's family to support learning at home.

As well as being available at the beginning and end of the day, we also use Tapestry, an online journal platform so we can share children's play. Parents cannot only access the pictures and narratives we write but also add their own entries to share activities and special moments which helps create a holistic view of a child. Tapestry gives both nursery and home a lovely window and sharing tool for conversations with children's own entries.

The children have the opportunity to visit the school library, they can share a book they have chosen with their family at home. This is another perfect opportunity for parents and children to communicate together and a link between home and nursery.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

The resources are developmentally appropriate for the children in our care. We ensure there are resources available that overlap with the age phase below and above so that children 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 identify some of the resources and activities available to support children's needs.

Where children need access to resources that are not usually available in our setting, we endeavour to access them by purchasing, we share toys between different age phases and liaise with parents and professionals 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 settings. As a setting we endeavour to make reasonable adjustments for specific times of the nursery day, should children require the additional support.

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What the setting provides We encourage settling in sessions before the child starts attending, visits are arranged around the needs of the family; though we appreciate this may not always be possible, we do like the child to have a look around with their parents. The manager will talk to parents about their and their child's preferences for a settling in period and endeavour to meet these needs as best we can.

Transitions

When the children start coming to stay and play sessions either with parent/carer or on their own depending on what you feel comfortable with. When they transition into reception they will have short visits into the class room and to meet and form a bond with their new teacher. If the children is going to attend another school I will liaise with the new class teacher and suggest they come in to visit the child in the nursery setting.

Staff Training
What the setting provides <i>Miss Riley is our Nursery lead and has a BTEC level 3 in Early years, she has also completed a SENCO early years qualification. Miss Riley has worked as an early year's practitioner for 18 years in a private nursery, working in all age ranges before joining us in October 2021.</i> <i>All early years' staff are qualified paediatric first aiders and have food hygiene certificates, as well as having good knowledge of SEND and continuous professional development in their area.</i>

Further Information

For any further information you can either call the school office on 01704 893523 or email Miss Riley to make an appointment and ask any questions e.riley@burscough.lancs.sch.uk . We have an open door policy and Miss Riley is available if parents need to discuss anything in the mornings and at the end of the day. Parents can also email Miss Riley or ring the school and request a call back if this is easier. If parents have any concerns about their child's development or safety an appointment can be made with Miss Riley and/or the school Head teacher Mrs Devey.