



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Sunbeams 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:

http://www.st-john-rc23.lancsngfl.ac.uk/index.php?category_id=5

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 Lancashirelocaloffer@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Sunbeams Nursery		Telephone Number	01704 893523
	Chapel Lane, Lathom, Ormskirk, L40 7RA		Website Address	www.burscough.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:	
	X			
What age	Sunbeams Nursery Age 3 – 4			

range of pupils does the setting cater for?	
Name and contact details of your setting SENCO	Miss Emma Riley 01704 893523 e.riley@burscough.lancs.sch.uk

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	Miss Emma Riley – Nursery Manager		
Contact telephone number	01704 893523	Email	e.riley@burscough.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	Lancashirelocaloffer@lancashire.gov.uk		
Name		Date	

Please return the completed form by email to:

SEND.South@lancashire.gov.uk

The Setting

What the setting provides

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.

The key staff are Miss Riley (Nursery Manager), Miss Smith (Headteacher) and Mrs Waine (SENCO)

Accessibility and Inclusion

What the setting provides

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.

The outdoor environment consists of a large artificial grassed area with a climbing "sticks" apparatus; this allows the children to have access to open ended resources to encourage them to create and think critically make believe when pretending. There is a large canopy which provides shelter and can be adapted to suit the weather. Through another door leading outside, we have a 'Nature Area' which consists of a large soiled border for planting and growth of herbs and flowers. There is a mud kitchen with real utensils such as whisks, spoons, and plastic plates for children to create wonderful dishes such as lead 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. Outside we have a bug hotel that allows the children to collect mini beasts and explore the wild-life.

There are opportunities for mark making, a writing caddy in each area, For imaginary development and role play, children play with the large dinosaurs and animals where children can engage in make-believe pretend play. Resources are taken out on a daily basis and are chosen and adapted to sit the needs of the children attending the setting.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed.

Identification and Early Intervention

What the setting provides

The children's learning journeys are available for the children to access themselves, and also for parents to look at any time they wish. Practitioners are also available at the beginning and at the end of the day; this allows parents to share anything they would like their child's key person to know. Parents of children who attend breakfast and/or After School Club are given a link diary. This is an opportunity for busy parents and practitioners to share information, as there is not always a verbal opportunity.

Parents and practitioners can talk about children's development and ask any questions or advice that may be needed. The learning journeys are shared with the parents twice a year during parents evening. If parents struggle to attend the evenings, then we make alternative arrangements for parents to meet at a more convenient time.

For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the 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. 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. 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 advise 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 role of the key person is to support the child in their learning through observation and assessment. The key person can also offer ways to the child's family to support learning at home. The practitioners share ideas during feedback time and also at parent's evenings. The children have the opportunity to visit the school library; they share a book they have chosen with their family at home. This is a 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.

Reviews

What the setting provides

All our parents and carers are given a warm welcome into our setting. We work with and value each individual family and their views and thrive on the support given to us by those families through our parents meetings and close relationships we have with our parents/carers and their families. When children first attend Sunbeams, parents are asked to fill in a "What to expect when" booklet. They can highlight where they think their child is (what stage of learning and development in the EYFS).

Parents are given tips of what types of learning opportunities they can provide to help their child reach the next steps in learning. Jessica rabbit goes home each week with one child; this allows parents to share their weekly news with their child's key person and the child's friends.

Transitions

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.

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

Please contact Miss Smith, the Head teacher or Nursery Manager- Miss Riley. for any concerns either through the school telephone or before/after school. The nursery does have an open door policy. Opportunities to discuss the child's development and what they have done in the day or at home are in the morning or after school, or parents evening. Appointments can be made to see specific members of staff if the parents wish to.