



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Little Saints Pre-School**

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:

INSERT LINK HERE

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.SENDEforms@lancashire.gov.uk

When saving your local offer please use the following format:

| | | | | |
|---|--|------------|-------------------------------------|--------------------------------|
| Setting Name and Address | Little Saints Pre-School | | Telephone | 07581235500 |
| | Our lady and All Saints R. C. Primary School, Brandreth Drive, Parbold, Wigan WN8 7HD | | Number | |
| | | | Website Address | www.little-saints.co.uk |
| Does the settings specialise in meeting the needs of children with a particular type of SEN? | No | Yes | If yes, please give details: | |
| | No | | | |
| What age range of pupils does the setting cater for? | 2 – 4 years | | | |
| Name and contact details of your setting SENCO | Rachael McCluskey 07581235500 | | | |

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 | Rachael McCluskey - Provider/Manager | | |
| Contact telephone number | 07581235500 | Email | r.mccluskey@hotmail.com |

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 | www.little-saints.co.uk | | |
| Name | Rachael McCluskey | Date | 04/10/2015 |

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

Little Saints is situated within Our Lady and All Saints Primary School in Parbold, we are a small privately run Pre-School providing early years childcare for children aged 2 - 4 years. We are OFSTED registered for 17 children and are open Monday to Friday 8.00am-5.30pm term time only. We are registered with Lancashire County Council to provide government funded places.

We are very much involved with school life and have access to their outstanding facilities on a daily basis. We have a highly qualified and experienced team working within Little Saints.

Rachael McCluskey (Manager/Provider) - NVQ Level 3 in Childcare and Education
Donna Turnbull (Deputy Manager) - B.Ed. (Hons)
Sandra Seymour (Nursery Practitioner) - NVQ Level 3 in Childcare and Education
Nicola Willson (Nursery Practitioner) - BTEC Experienced Nanny

Rachael McCluskey is the SENCO and the person responsible for behaviour.

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

At Little Saints we believe that every child should have the best learning opportunities in order to help them reach their full learning potential. We fully promote inclusive practice and recognise that some children may have particular needs or disabilities and pride ourselves in taking specific action to support and encourage these children within a caring environment. We are committed to working with any child who has a particular need and/or disability and making reasonable adjustments to enable every child to make full use of our facilities. For example we have a small step to the outside play area where, if needed a ramp could easily be installed allowing free-flowing access outside, where we have a large flat playing area. Handrails, which all children are encouraged to use aid access to a sloped path, which leads to our upper outdoor, grassed playing area.

We have the advantage of being situated within Our Lady and All Saints R. C. Primary School a single level school that is fully wheelchair accessible as all entrances and doorways are wide enough to accommodate wheelchairs. We have accessible car parking with a designated parking space for disabled persons. Over the past few years the school has undergone an extensive programme of refurbishment and resurfacing ensuring safe access for all children.

Our setting is organised into areas that cover all aspects of the Early Years Foundation Stage (EYFS) curriculum. Our furniture is modern and of a suitable height appropriate to the age group within the setting. It is free standing allowing us the opportunity to adapt the layout to meet the needs of the children. Some of our tables can have their height adjusted according to the child's requirements.

We have a disabled toilet with changing facilities available should the need arise.

Our staff appreciate that every child is an individual and always plan to meet their particular needs. If necessary we will look for alternative ways of presenting activities to enable them to reach their full potential. For example as part of a Targeted Learning Plan (TLP) for one of our children with physical difficulties a large wall mirror was installed to help develop physical mobility through them completing sensory activities on the mirror. To date other children have benefited from this resource during speech and language exercises, aiding communication and promoting self-awareness.

We provide a comprehensive Welcome Booklet for parents and other useful information is displayed on our Parent Notice board, which is updated regularly. A copy of our Policies and Procedures can be provided at any time upon 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

Little Saints consider the identification of children's individual additional needs and early intervention to meet these needs paramount to our role. We have a 'Key Person' system, where each member of our staff is responsible for a small group of children. This enables each child to have a person whose role it is to ensure they feel safe and cared for, in turn this allows the staff member to develop a detailed understanding of each individual child. The Key person also develops a trusting, sensitive relationship with parents to enable respectful sharing of information. We welcome any information that parents feel willing to share with us in order for us to plan appropriately to meet their child's specific needs. We plan for differentiation and ensure that different learning styles are catered for.

Regular staff meetings are held where any concerns can be discussed. Ongoing observational assessments of the children are made which are linked to the Early Years Foundation Stage (EYFS) Development Matters ages and stages of development, allowing any significant concerns to be highlighted. These observations are communicated as and when they occur to Rachael McCluskey, our setting Manager and SENCO. The SENCO will offer advice and support to the Key Person and work closely with all staff to make sure that there are systems in place to plan, implement, monitor and review a child's progress and ensure appropriate records are kept according to the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 Years which sets out a graduated response to meeting a child's needs with 4 stages of action: assess, plan, do and review. These are encompassed in 3 waves of intervention, which offer different levels of support, as set out below:

Wave 1: The key person provides excellent early years teaching for all of their children in a high quality-enabling environment, which follows each child's individual needs and interests.

Wave 2: If following the graduated response it is considered that a child's individual needs are not being met at Wave 1, we will provide some additional support, identifying specific targets, in consultation with the child's parents and their child will be placed at Wave 2. This may be specific targeted work within a small group of children or possibly working 1:1. An individual Targeted Learning Plan (TLP) will be established for any child at Wave 2 in consultation with the child's parents. Our SENCO will explain how children's individual needs can be met by planning support using a TLP. The key person will work with the SENCO to oversee the TLP targets for the child. The TLP will be reviewed every half term, or sooner if required, with parents.

Wave 3: Where no significant impact has been made as a result of the TLP targets at Wave 2, the child's parents will be invited to come to a meeting with their child's key person and SENCO to discuss their child's progress and plan the next steps. Following this TLP review, if in discussion with the child's parents it is agreed that their child needs further support than that provided at Wave 2, the decision may be made, with parental permission, to request input from a specialist professional, for example an Inclusion teacher from the Inclusion and Disability Support Service (IDSS), Speech and Language Therapist or Educational Psychologist etc. The child would then be placed at Wave 3. This will help understand the individual child's particular needs and therefore allow them to be better supported in our setting. We will work alongside the specialist services involved with the child and they are welcome to visit our setting. For children whose learning needs are severe, complex and lifelong the professionals may recommend applying for an Education, Health and Care Plan for the child. Our SENCO will explain who may become involved in the child's development and their role.

There is an on-going partnership with parents, our setting and other professionals. Parents are consulted at all stages of the decision-making process in our graduated approach. Working closely with a parent and their child enables us to build stronger relationships and allows us to understand and fully support a child's individual needs.

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

At Little Saints we follow the **Early Years Foundation Stage (EYFS)**. The EYFS is how the Government and early years professionals describe the time in a child's life between birth and age 5. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The four guiding principles of the EYFS that shape our practice are:

- ❑ **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 there is a strong partnership between practitioners and parents; and
- ❑ **Learning and Development** – Children learn and develop in different ways and at different rates. The framework covers the education and care of all children with special educational needs and disabilities.

In accordance with the EYFS there are seven areas of learning and development that shape the educational programme at Little Saints. All areas of learning and development are important and interconnect.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **Prime** areas, are:

- ❑ **Communication and language;**
- ❑ **Physical development;** and
- ❑ **Personal, social and emotional development.**

We also support children in four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

- ❑ **Literacy;**
- ❑ **Mathematics;**
- ❑ **Understanding the world;** and
- ❑ **Expressive arts and design**

The EYFS sets out the **Early Learning Goals (ELG)** which summarise the knowledge, skills and understanding that all children should have gained by the end of the Reception year. The children's progress is monitored towards these goals. Development Matters guidance material is used to support practitioners in making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Other assessments, such as the 2 Year Old Progress Check, support information sharing with parents, staff and other settings.

Further detail about the activities and experiences involved in each area are included in our Little Saints Welcome Booklet, a copy of which can be provided upon request.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. At Little Saints we endeavour to get the right balance between activities led by children, and activities led or guided by adults. As practitioners we respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults.

In planning and guiding children's activities we reflect on the different ways that children learn and take account of these in our practice. These **Characteristics of Effective Learning** are:

- ❑ **Playing and exploring – Engagement:** Children investigate and experience things, and are willing to 'have a go';
- ❑ **Active learning – Motivation:** Children are involve and concentrate, keep trying if they encounter difficulties and enjoy achieving what they set out to do; and
- ❑ **Creating and thinking critically – Thinking:** Children have and develop their ideas, make links between ideas, and choose ways to do things.

For additional information there is a copy of the **Development Matters** displayed on our Parent Noticeboard, and we also provide parents with a leaflet, which further explains the EYFS.

Our setting is organised into areas of provision to ensure that each child has every opportunity to learn and develop. The areas are then enhanced on a regular basis to create an environment which enables the individual interests and needs of each child to be met, for example one of our children's fascination in badgers led us to enhancing our book area with books about badgers which we could enjoy together, making our own book on badgers, using websites on the computer to find information about badgers and having pictures at our craft workshop to provide opportunities for developing creativity.

Children's progress and development is monitored regularly throughout their time at Little Saints. When a child starts in our setting we ask parents to complete an 'All About Me' for their child. This, along with a meeting with their child's key person and Rachael McCluskey, our setting Manager, provides us with vital information about their child for us to get to know them as quickly as possible, enabling them to feel safe, secure and happy, therefore able to learn and develop to their full potential. The child's progress and development is monitored by using this information and observations made over the first few weeks of them being in our setting to provide a baseline/entry into setting assessment.

The child's key person then uses this information to facilitate them to learn through play through, as explained above, a mix of adult-led and child-initiated activities. Their key person will adapt activities to ensure they are able to interact fully with the environment.

The child's progress and development is monitored through the observation process linked to the EYFS Development Matters ages and stages of development (as outlined in more detail in the Identification and Early Intervention section).

Children have a Learning Journey, which is completed by their key person. This contains written observations, photographs and samples of the child's work to support their key person's assessments and planning to help the child progress to their next steps. At Little Saints each child's identified next steps are displayed on our Observation Wall to allow them to be communicated to all staff members, so that they can also support each child as far as possible.

To facilitate parents in communicating observations of their child's learning and development at home, every half term we provide parents with an 'I Can Do' sheet for them to share information with their child's key person about what significant observations they have made across the seven areas of the Development Matters at home. This information is then added to their child's Learning Journey to develop a full picture. Learning Journeys are then sent home for parents to view on a termly basis, or can be accessed at any time upon request.

We greatly value parents input and welcome them sharing any information about their child's interests, be it special occasions or events in their lives, or any experiences from home that they feel would allow us to plan for their child's learning and development during their time at Little Saints – for example, anything from a special family birthday or holiday to their excitement and curiosity when they discovered a bird's nest in their garden at home or what they saw on their visit to the park.

A termly review of each child's progress and development is completed by their key person that allows them to track individual children's progress and identify any gaps in their learning. Their key person then plans activities to address areas of development that have yet to be achieved.

2-Year-Old Development Progress Checks are completed in discussion with parents.

At Little Saints we very much believe that each child's learning and development is about a close partnership with our parents. With this in mind, we suggest home activities, which offer guidance on how parents can follow up at home on some of the things that their child is doing in our setting.

Planning is displayed on the noticeboard for parents to view if they wish. On a yearly basis we hold a Parents' Evening, which allows parents to discuss their child in detail with their key person. If however parents feel they need any further meetings we are always very happy to accommodate this.

Our approach to differentiation is that we ensure that children with special education needs and disabilities (SEND) are fully integrated into the daily groupings of the children and their routines.

Provision mapping is a tool used by us to help plan how best to use our settings resources to meet individual children's needs and to be clear about what extra provision will be required.

As manager and SENCO, Rachael McCluskey will maintain an overview of each child and their progress. At all times we believe it to be essential that a child's key person and our SENCO work together to make sure that the environment, routines and activities support each child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our small team. Our SENCO will ensure that all staff working with a child knows the child's strengths and needs and how to support them to enable them to become independent in the environment, and with parental permission will follow the graduated response as already outlined in the 'Identification and Early Intervention' section. An essential part of this process will include advice on how parents can support their child at home.

We work in partnership with parents 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.

We have links with our local Children's Centre and can signpost parents to support that is available. We display on our Parent Noticeboard any training that can be accessed at local Children's Centres.

At Little Saints we encourage each child to express their own views and opinions. This is achieved through their independent choice of play, observing the things that they like to do, discussing their drawings of themselves and other mark marking, and playing alongside them, for example in the role play area, which allows us to continually build up a picture of their likes/dislikes, ideas and opinions.

We frequently invite the children to sing their favourite song/rhyme or to suggest a rhyme that others can join in with. This gives them the opportunity to feel a real sense of self-worth and value. In our small setting we pride ourselves on spending quality time with each child, listening to them on an informal basis, providing lots of opportunities alongside their play to reflect on what they have found hard and had to persevere at, what they have achieved and enjoyed, then thinking about what they would like to do next.

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

At Little Saints our staff team is led by highly qualified teachers with QTS. All of our team have accessed a wide range of child development training and have a wealth of experience of working with children within the Early Years age range.

- Our high staff to child ratio allows us to focus on the individual needs of each child, enabling them to flourish and develop to their full potential.
- Provision mapping helps us to plan how best to use the settings resources to meet individual children's needs.
- If our setting or parents have any concerns about their child's learning and development, with parental permission, advice is sought from the IDSS Teacher through a Request for Guidance (RFG). If the child is identified as having a specific need then the team with the expertise in this area takes up the support for the child and the setting in meeting the child's needs.
- We use our delegated Additional Educational Needs (AEN) funding to support the inclusion of children with SEND within our setting. This gives us the flexibility to enhance resources to meet the needs of any child within our setting who we feel would benefit from additional resources.
- If the child is identified as having a special educational need at Wave 3 the IDSS Inclusion Teacher involved provides us with advice on the process of applying for Additional Inclusion Support (AIS) if appropriate. The funding process identifies the level of need based on the evidence submitted to the Referral Panel from our setting and other professionals working with the child/family. Parents are consulted throughout every stage of this process.
- Two year old funding can be applied for to support the child being included in our setting. Reports from health care professionals or others working with the child and their family are used to plan support within our setting. The SENCO, IDSS Inclusion Teacher or other professionals working with our setting support the decision making process linked to planned targets on the TLP.
- All resources/training and support are reviewed regularly and changes made as needed.
- Rachael McCluskey the setting Manager/SENCO will sign post parents to any support available in our local area linked to their child's identified needs. These may be via the Child Development Centre or IDSS Inclusion Teacher.
- Within our setting the SENCO attends all meetings and relevant training that is available to keep up to date with current SEND policies and procedures.
- All visits or trips are planned in order to include all of our children. We endeavour to include parents in the planning of off site visits so they can identify their child's individual needs. If considered appropriate we can prepare a photo book for their child so they know what to expect on the visit, and also invite parents to join us on the trip. We carry out risk assessments linked to the visits and the needs of all our children, as well as any parents and support workers, prior to all trips.

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

Reviews are carried out in order for us to know how well each child is doing and to keep parents informed about their child's progress.

□ Daily observational assessments, which are linked to the EYFS Development Matters ages and stages of development and also the Characteristics of Effective Learning, which is how they learn, are used to monitor the child's learning and development.

□ Other assessment systems are also in place, including the 2 Year Progress Check that is completed in consultation with parents, and a termly review by the child's key person to track their progress and identify any gaps in their learning that need to be planned for. From this each child's next steps are planned.

□ On a yearly basis we hold a Parents' Evening which allows parents to come and discuss their child's progress with their key person.

□ Other ways for parents to be involved in their child's progress at Little Saints include:

○ Daily opportunities to keep their child's key person informed about their development, by either verbally or in writing telling us about what they have been doing at home and their achievements.

Parents can share those 'WOW' moments on our WOW display so that their child's key person can build the whole picture of their development and also build home to nursery transitions. It is also a great way to develop each child's self-esteem.

○ Daily opportunities to have two-way communication with us. Telephone calls, texts or emails can be used if parents do not bring their child to Little Saints.

○ Home/Pre-School books - a popular way of communicating with parents that we do not see on a regular basis and for children who have special needs. In addition, for children with SEND who also attend other settings we have a two-way communication book to share information regarding the child.

○ Parent helper sessions where parents are very welcome to stay and help, therefore they see how their child is developing in our setting.

○ Attending events throughout the year to help them build relationships with their child's key person and other practitioners in the setting, for example our Sponsored Walk for Meningitis Now was a great success, thoroughly enjoyed by all!

○ Newsletters are sent home on a regular basis and notices displayed on our Parent Noticeboard to keep them up to date with what is happening at Little Saints.

○ 'I Can Do' sheets for parents to complete at home about what they perceive their child can do in each of the seven areas of learning form part of their child's Learning Journey.

□ We consider parental input to be invaluable in their child's learning and development as they are involved in identifying their needs, information sharing, identifying targets and next steps to focus on at home and in our setting and reviewing progress towards these targets.

□ Should parents wish to discuss their child's progress at any other time they are very welcome to make an appointment with their child's key person and/or Rachael McCluskey, the setting Manager/SENCO.

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

At Little Saints we aim to make settling into our setting as smooth and happy a transition as possible for each child, and of course their parents.

- We invite parents to bring their child to free stay and play sessions to help them start to familiarise themselves and build relationships with key members of staff, along with allowing them to get to know their new environment. We usually start these sessions with parents staying with their child. Each child is assigned a 'Key person' and their role is explained to parents by Rachael McCluskey, our setting Manager. Parents and their child are introduced to their key person, and their role during this important time is to form a trusting and supportive relationship with both. The key person discusses with parents the information they have included in their child's 'All About Me' booklet which they will have received in their Little Saints Welcome Booklet, for example their interests and any other information that they feel is essential we know about so that we can plan to meet their child's individual needs. They will ask for Care Plans and discuss if any agencies are involved in their child's development. Throughout the whole process our aim is to get to know their child as quickly as possible so that they feel safe, secure and above all happy at Little Saints. The next part of their settling in is for parents to leave their child with their key person, who then provides the appropriate level of support. We work very closely with parents to consider what is best for each child to meet their individual needs and are extremely flexible during their settling in period.
- If other professionals are involved with the child, a 'Team Around the Family' (TAF) meeting is held with parents to discuss their child's needs and to ensure that proper provision is in place before they start, for example health care professionals to put in place transition planning/Health Care Plans, or to seek any relevant training. Sharing relevant documentation, for example Paediatric Reports and previous TLPs will ensure appropriate planning is in place.
- Personal Health Plans can be adopted and staff are trained in giving appropriate prescribed medication for individual children as required. If the child requires regular prescribed medication parents are asked to complete and sign a Medication Consent Form. They are also informed on a daily basis of the administration of the medication and asked to sign the form in accordance with our Administering Medication Policy. A specific example of this is that at Little Saints we have had a wealth of experience in Diabetes due to a child who has attended our setting on a daily basis. This has been developed in close partnership with the child's parents and Diabetes specialists, and includes following an individual Care Plan and completing a risk assessment.
- Activities are adapted to ensure that each child is able to interact fully with our environment and visual strategies, for example a visual timetable, a Now/Then board and 'I am working for ...' can be used to help them understand our routines and expectations.
- Our book area provides a quiet area for children to access if they are tired or need some quiet time.
- We work with parents and their child to ensure that we provide a consistent approach to behaviour management.
- When transferring to another setting or moving on to school, at Little Saints we invite each child's new key person/teacher and SENCO to attend the child's sessions with us to help them become familiar with the child and discuss their individual strengths and needs, including access action plans where appropriate. Parents are kept fully informed about when these visits are taking place. We also hold a meeting at parent's convenience, to plan the transition for their child into their new setting. Their child's Learning Journey, TLPs, minutes of Review meetings and any other information that may be relevant to their child are passed on to their new setting, giving them time to make necessary plans for any changes they may need to make. Photo books can be created of their child's new setting/school that they can share with parents and their key person before their move takes place to help them become familiar with their new setting and routines. Being situated in school means we interact daily with school life, which is very beneficial in aiding a smooth transition if the child is moving into Reception at our school.
- It may also be possible to arrange for the child's key person to attend settling in sessions at their child's new setting with them to help promote a smooth transition. If IDSS have been involved during the child's time in our setting they help with the transition to school and remain involved until the end of their first term at school. Rest assured that each individual child is always at the heart of what we do and we endeavour to work with you at all times to support your child together.

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

At Little Saints all of our staff are highly experienced at working with the Early Years age group and have a sound understanding of child development. Our team consists of:

Rachael McCluskey (Manager/Provider) - NVQ Level 3 in Childcare and Education
Donna Turnbull (Deputy Manager)- B.Ed. (Hons)
Sandra Seymour (Nursery Practitioner) - NVQ Level 3 in Childcare and Education
Nicola Wilson (Nursery Practitioner) - BTEC Experienced Nanny

All our staff are trained in Paediatric First Aid and hold up to date qualifications.

- All staff are familiar with the following Inclusion Development Programme (IDP) materials:
 - Supporting children with speech, language and communication needs;
 - Supporting children on the autism spectrum;
 - Supporting children with behavioural, emotional and social difficulties.

These provide guidance for practitioners in the EYFS and have resulted in increased knowledge and skills which can be applied to meet the individual needs of each child in our setting.

- Staff are currently increasing their knowledge of deaf friendly strategies to use in our setting through the use of National Deaf Children's Society (NDCS) materials.**
- ????** staff have accessed specialist Diabetes training, including monitoring blood sugar levels and administering delivery of insulin using an insulin pump with blue-tooth meter handset.
- One member of staff has completed a Signalong course.
- Rachael McCluskey, our setting Manager/SENCO, regularly attends cluster meetings and workshops to keep their knowledge and understanding up to date and then disseminates information to other staff. A record of staff training is kept on file.
- We have experience of working with the IDSS, whose aim is to help practitioners provide the best possible experience for children with SEND at our setting. If any of our children's needs are identified as a *specific* need, for example physical difficulties, then the team with the expertise in this area will provide the support for the child and our setting, and if required any further appropriate training will be accessed by staff.
- We are supported with advice from a wide variety of local services, including Speech and Language Therapists, Occupational Therapists, Portage and Health Visitors.

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

If parents would like to discuss their child's needs, or require any further information, their child's key person is their first point of contact at Little Saints. Our setting Manager/SENCO, Rachael McCluskey, is also available in sessions to offer advice and signpost them to other professionals who are able to support their child, for instance our local Children's Centre, Health Visitors and IDSS Inclusion Teacher with their permission.

Our setting has an 'Open Door' policy to enable our practitioners to develop strong two-way communication with parents at both drop off and pick up times. We believe this is essential to building a close parent partnership and to helping with each individual child's developmental progress. Appointments can be made to see a specific member of staff at a mutually convenient time. Parents are also very welcome to contact our setting by telephone, text, email, written note or home diary if they prefer.

If at any time parents are unhappy with any aspect of our provision or practice we ask that they discuss the matter with Rachael McCluskey, our setting Manager, to see if it can be resolved. It is by listening to parents we are able to evaluate and revise our service. If they are not satisfied with our response our Complaints procedure is displayed on our Parent Noticeboard and is also in their copy of the Little Saints Welcome Booklet. Ofsted's contact details are also displayed on our Parent Noticeboard.