



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Munchkins Childcare
Moorgate Nursery 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.

Setting Name and Address	Munchkins Childcare		Telephone Number	01695 573470
			Website Address	www.moorgate.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: We welcome any child whatever their special need.	
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What age range of pupils does the setting cater for?	We welcome children from 2 years and over at our nursery.			
Name and contact details of your setting SENCO	Our SENCO is Mrs Claire Tjaveondja email:clairetjaveondja@moorgate.lancs.sch.uk			

Name of Person/Job Title	Mrs Gemma Hampson – Manager		
	Miss Sophia Bridges - Deputy Manager		
Contact telephone number	01695 573470	Email	email: gemmahampson@moorgate.lancs.sch.uk sophiabridges@moorgate.lancs.sch.uk

The Setting

Munchkins Childcare is part of Moorgate Nursery. Our setting is a private, non-profit making organisation setting run by a management committee. We offer full time 7.30am-6pm care and education for your child and our days are planned and taught by qualified and experienced staff.

We also have a Lancashire County Council Nursery School as part of our setting. We have a Children's Centre on site and we work closely together. The Children's Centre liaises with families, provides courses; baby massage etc. Between us we cater for families of young children ages bump to 8 years and beyond!

Children are assigned a key person who gets to know them well they are the first point of contact for parents to discuss their child with. Each member of staff is responsible for 4 two year old or 8 three year old children per session. Our Head teacher is Mrs McDonagh; a qualified teacher. We have a Senior Teacher, Mrs Tjaveondja she is responsible for the curriculum of all the children which we plan for using the EYFS as guidance. (Early Years Foundation Stage Guidelines 2012). Mrs Tjaveondja is also a qualified SENCo who is released for one day a week to work specifically with children with additional needs.

Mrs. Gemma Hampson our Munchkins Manager has a Degree in Early Years Education and has Early Years Professional Status. Miss. Sophia Bridges our Deputy Manager has a Degree in Education Studies (Childhood and Youth).

Our Children's Centre has produced its own Local Offer and this is available to look at on our website. Our outreach workers offer family support and work with families who are expecting a baby or who have children up to the age of 5. They hold drop in sessions from Speech Therapists, Mid-wives and work closely with CAMS. We can put you in touch with them and help find the right advice, information or course for you! (You can access the timetable of courses on-line, or pop in and register.)

Munchkins Childcare is an excellent registered childcare provider. Munchkin's offers full day care and wrap-around care that so many families of young children require. Munchkins are open from 7.30am-6.00pm and are open all holidays except for main bank holidays and two weeks at Christmas. Munchkins offer places for 2-8 year olds and are usually very busy. They are very flexible on dates and their cost is kept to a competitive rate because we are a non-profit making setting. There are places available for lunch club if your child attends nursery all day. Munchkin's staff plans and assesses the children using the EYFS and Munchkins and nursery liaise closely with each other to ensure continuity and progression and a consistency of strategies and expectations.

We have large grounds behind the building which includes a pond, woodland area and even a mud pit! We have ramps and an automatic door to ensure access for all. We believe in the importance of outdoor play and have access to the out of doors areas each day. We ask your children to bring their own wellingtons boots and we provide rain suits.

We are a Forest School. We visit Sandfield Park in Aughton, via train. Here we use a small area of woodland as our classroom and the children have the opportunity to play, climb trees, toast bread at the camp fire and play with mud! We ensure that all children, no matter what their needs are able to attend. Our data has shown the great progress and development the children have made during and as a result of the outdoor play.

Accessibility and Inclusion

We welcome all children and families whatever you or your child's needs. Each time we gain a new child and family we re-assess our access and environment and make changes where necessary and possible to accommodate that child and family. We have ramps leading to most doors and disabled toilets in our building. Our sinks in the toilets for the children have touch sensitive taps as well as turning ones. We have height adjustable tables, various sized chairs, chairs with safety straps, Langham steps and a motorized changing table. Our nursery is suitable for children using various sized 'Kaye walkers' and 'rabbits'.

Our whole setting welcomes and celebrates children and families from all backgrounds, whatever your needs. We have large grounds behind the building which includes a pond, woodland area and even a mud pit! We have ramps and an automatic door to ensure access for all.

We do our best to ensure that all children, no matter what their needs, are able to attend our Forest School sessions.

We have experience of working with children and families with EAL (English as and additional language). We assess you and your child's needs and reflect your family's culture and language in our environment. We would liaise with your family and try to use family members or community members to help with translation.

We send all our information out in paper copy and electronically on our website. Our policies are readily available on the website, or hard copies are kept in the office. Information is displayed in our foyer and on our Parents Notice Board. If people need additional requirements to help with this then we will be as accommodating as possible.

We use sign-a-long to help children with their communication and have visual prompts displayed for instructions on for example; putting your wellingtons and coat.

Identification and Early Intervention

What the setting provides

With children who are new to us we begin our journey of getting to know them. We offer you a chance to visit us to have a look around and meet the staff. We will then arrange some 'settling in visits'. This gives you the opportunity to speak to us about any worries you may have, or to tell us about your child's special likes, dislikes and needs. If you do have any worries about your child's development we can sign post you immediately to the right sort of help. Please refer to our SEN Policy which you can find on the website or ask to see a hard copy in the office. This will show you our graduated approach .(Wave 1, Wave 2 and Wave 3)

As the children become familiar with the setting routines, surroundings and staff we begin to assess the children using the Early Years Foundation Stage Curriculum Development Matters (this is a government document containing guidance on levels of development in three prime areas of education and four specific areas). Initially we assess your child in the Prime Areas of the EYFS curriculum. We play with your children and make observations on what they say, their ideas and interactions, their physical abilities and ways of communication. If we have any worries about your child's development we will speak to you immediately. Then, together with your child's key person and the SENCo we will think of strategies we can put in place to help your child. Mrs Tjaveondja will share these strategies with your child's lead professional who will in turn inform all members of staff at our planning meetings. This way all members of staff will have an equal knowledge of your child's needs and a consistent approach via the strategies. Once your child begins Munchkins your child's 'lead professional' will be Mrs. Hampson. This just means she will be responsible for co-ordinating all the agencies and ensuring the best progress is being made for your child. If we need to involve outside agencies we will contact them for advice and plan from their guidance. We also have access to a county council SEND (Special Educational Needs and Disability support service) inclusion teacher who is available for help and advice. We will involve you at every step of the way. Any discussions are completely confidential.(unless there are safeguarding issues)

We plan for every child in our setting and celebrate their uniqueness. Each child will have their own key person who will get to know your child really well and you can go to them at any time for advice. Mrs Tjaveondja is a teacher and fully qualified SENCo, (which stands for Special Educational Needs Co-ordinator). She is with us every day and available for help and advice.

All children are required to have a "2 year old check" check once they are two years old, this should be carried out with you and your child's key person. If your child is two and has not had an assessment meeting we will organise and carry out your child's two-year old check. This report is your property, however we welcome you to share this document. You may have other reports from health care professionals such as health visitors, speech and language therapists; please share these reports as they will help us to identify your child's individual needs and plan for their progression to ensure we meet these individual needs.

If we discover your child does have additional needs we will develop small targets with strategies to help your child progress and achieve in their area of particular need. These plans are called Targeted Learning Plans. They are a simple working document that is there to ensure your child's needs are being met, that they are being appropriately challenged and that you are involved every step of the way. Where at all possible and appropriate we will involve

your child in their learning. We will listen to you and your child's views carefully and act upon them.

We may, with your permission, ask the inclusion teacher for her advice. Mrs Tjaveondja the SENCo will write the Targeted Learning Plans in liaison with your child's key person and, where appropriate, teaching assistant and yourself. There will be regular reviews of your child's progress and targets. Any strategies will be shared with all staff at weekly planning meetings; this ensures your child's needs are being met whilst they are involved with playing in our continuous provision as well as during adult directed activities and sessions.

If we all feel that your child requires additional support, we will use the observations and assessments made, the evaluated Targeted Learning Plans, any health reports, the advice from the inclusion teacher to apply for funding. Our SENCo is here to help and we will involve you and keep you informed for every step of the way.

Teaching and Learning Part 1 – Practitioners and Practice

As an Early Years setting we use the 'Early Years Foundation Stage' (2012) as our guidance. (Available at www.early-education.org.uk)

The EYFS seeks to provide:

- quality and **consistency in all early years settings**, so that every child makes good progress and no child gets left behind;
- at Munchkins we aim for **outstanding progress**
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported. (page 4)

The EYFS consists of seven areas of learning. These areas are split into three Prime Areas and four Specific Areas. We must make sure the children are secure in their age expected level of development in each of these three Prime areas before moving on to teaching the Specific Areas. The Prime Areas are Personal Social and Emotional Development, Communication and Language and Physical Development.

When children begin in our setting we assess the children from when we first meet them and then build up our knowledge as we spend more time playing with them. If we find children who are struggling in these areas we will inform and discuss this with you. We will do this after a session or during one of our Parents discussions. Parent discussions can be arranged at any time with your child's key person. If you have any worries you may approach your child's key person, Mrs Hampson or Mrs Tjaveondja at any time. We may have time to chat then or be able to make an appointment for a meeting. Your child may need differentiated or targeted work to help bring them on in these areas.

Alongside the curriculum areas the guidance advocates that we must reflect on the different ways children learn and ensure we engage in these **characteristics of effective learning and teaching** (EYFS, 2012, p6)

- **playing and exploring**- children investigate and experience things and 'have a go'
- **active learning**- children concentrate and keep on trying if they encounter difficulties; and
- **creating and thinking critically**-children have and develop their own ideas, make links, between ideas and develop strategies for doing things (problem solving)

We get to know your children's areas of knowledge and skills, their interests and learning styles and then we carefully plan differentiated activities to ensure all children are challenged in the area that they need. We ensure all our activities are as real as possible. We try to set challenges and encourage problem solving. We evaluate and assess as we play with the children. This is recorded in an observation form. These observations are kept and used as evidence to help us assess the level your child is working at. We then monitor your child's progress in an ongoing cycle to ensure they are constantly practising their skills, acquiring new skills, being challenged and moving forward to be the best they can be.

We keep written records and data on your child's progress. Each child in Moorgate will have their own Moorgate book, which will hold photos and pieces of work which will create treasured memories in years to come. It will celebrate any achievements your child makes both in nursery and outside nursery. It will also evidence your child's learning in photographic form.

We send home via email, a newsletter which will include details of topics, activities and ideas for things you can do at home to help your children's learning.

We hold termly Parents Meetings where we can discuss your child's progress, needs, any new interests from home etc. We also have termly review meetings or TAF (Team Around the Family) if your child has additional needs and we receive advice from outside agencies.

As the children become familiar with nursery routines, surroundings and staff we begin to assess the children using the Early Years Foundation Stage Curriculum Development Matters (Available at www.early-education.org.uk). We play with your children and make observations on their ideas and interactions, their physical abilities and ways of communication. If we have any worries about your child's development we will speak to you immediately. We then together think of strategies we can put in place to help your child. We share these with all members of staff at our weekly planning meetings so we can have a consistent approach. If we need to involve outside agencies we will contact them for advice and plan from their guidance. We also have access to a county council SEND (Special Educational Needs and Disability support service) inclusion teacher who, with your permission, is available for help and advice. At this stage we will put your child at a Wave 2 of our graduated response system. We will involve you at every step of the way. Any discussions are completely confidential.

Where at all possible and appropriate we will involve your child in their learning. We will listen to you and your child's views carefully and act upon them. We try methods that are appropriate

to your child to understand their views; from direct questioning, to smiley face, sad face response or giving your child a closed choice or generally assessing their wellbeing whilst at nursery, or taking a photograph of their happy face!

The different types of support available for children with additional needs, SEN (Special Educational Needs) in Munchkins Childcare are:

- In Munchkins Childcare we get to know each child very well. We plan for their interests and needs to ensure they each reach their full potential. Key person's work closely with your child, planning differentiated activities (aimed at the level of need for each child to ensure challenge). Key person's play with your children as they access the continuous provision (the areas set up with easily accessible toys and resources) and bring on their learning through careful, sensitive questioning and interaction. All children in our nursery experience outstanding early years practice. (Please see our OFSTED report) (Wave 1 Intervention).
- We also ensure there are individual or small group activities designed specifically to develop a certain skill. If we need smaller achievable targets to plan for your child we use the Lancashire County Council Early Support Links to Development Matters in the EYFS. (Wave 2 intervention)
- If your child has been identified as having additional needs and requires specialist input instead of or in addition to excellent setting practice and intervention groups. You will be asked to come in to nursery and discuss your child's progress and help plan possible ways forward. We will work together and with your permission we will refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc. This will help us understand your child's particular needs more clearly and enable us to plan more appropriately to ensure good progress. The specialist professional will work with your child, (their key person and SENCo will be involved) to help begin to understand their needs and make recommendations, which may include

Making changes to the way your child is supported in the setting, devising more achievable, realistic and at the same time challenging targets for your. (Wave 3 Intervention)

- For children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.
- Please see our **Provision Map**, available on our website, which gives an in depth overview of what we can offer your child at Munchkins Nursery.

In Munchkins Childcare we work closely with outside agencies and professionals. Some of the agencies we work with are:

- Justine Townsend Inclusion Support Teacher: Inclusion and Disability Support Services 01772 538130
- Portage: 01772 531818
- Various Health Visitors: Hants Lane Clinic 01695 588 364
- Various Paediatricians: NHS Central Lancashire Primary Care Trust 01772 644400
- Physiotherapy: Hants Lane Clinic 01695 588123
- Speech and Language Therapy : Hants Lane Clinic 01695 588 364
- Speech and Language Specialist: Dr Hilary Cowan Therapies Lodge 01695 588039
- Educational Psychologist: Cath Martlew IDSS 01772 531597
- SEN Assessment Team: 01772 532040

In Munchkins we place a high importance on professional development. All staff have been trained in sign-a-long. Please see the section on Skills and Training to see all our staff's expertise.

We are a Forest School. We visit Sandfield Park in Aughton, via train. Here we use a small area of woodland as our nursery classroom and the children have the opportunity to play, climb trees, toast bread at the camp fire and play with mud!

We do our best to ensure that all children, no matter what their needs are able to attend our Forest School trips. We do this by working closely with parents, families and local services. For example, we visit Sandfield Park in Aughton, via train. When we spoke to National Rail regarding access when disembarking at Aughton Park, they were willing to provide alternative transport. We will do our very best to ensure all children attend any outdoors activities or trips.

Reviews

One of the overarching principles of the **EYFS** is;

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners carers or parents; (EYFS, 2012,p3)

Here at Munchkins we strive to work closely with parents. We invite parents in to volunteer to share their skills with the children, to come with us to Forest School, and we offer training and support for parents, via referring you to our Children's Centre facilities and courses. All this gives parents the opportunity to become more involved with your child's learning.

EYFS:

Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS, 2012, p2)

At Munchkins we have parents meetings to give you the opportunity to discuss your child's progress. If your child turns two whilst they are with us we will organise and carry out their two year old check. In addition to this if your child has a Targeted Learning Plan we will have half-termly reviews or more frequent if appropriate to discuss any new strategies, advice from professionals, achievements your child has made or any issues that arise.

One of the strategies from a Targeted Learning Plan may be a diary that you can take home. It is like a conversation, celebrating successes and communicating how your child's session at nursery has been, or if for example they have had a bad night's sleep.

We also hold regular TAF (Team Around the Family Meetings) where we meet with you and your family and other professionals to share and celebrate successes.

We listen to you and your child's plans for the future and via our work with the children, liaison with outside agencies and working on your child's Education, Health and Social Plan then together we can plan and identify a way forward to ensure your child makes progress.

Transitions

We try to ensure a smooth transition into nursery through Home Visits, meeting with outside agencies who are possibly also involved with your child and offer them a phased entry to suit their and your needs.

During your child's time at Munchkins we always try to pre-warn children of any changes, prepare them appropriately if anything different is happening, for example during preparation for and the performances of the nativity play.

When your child is due to move to a new school we liaise closely with feeder schools. We speak to the school's reception class teacher and usually they visit the children in our nursery and then in the final half-term children are invited to visit their new classroom for several

sessions. If your child has additional needs, a Targeted Learning plan or outside agency involvement we will we arrange a transition TAF where we invite the new school to attend. We also forge close links with the new school or setting to ensure a happy transition for your child.

The professionals who have been working with your child will usually remain the same. The lead professional from our nursery, Mrs Tjaveondja will hand over to the SENCo at the new school or setting, they will become your child's new 'lead professional' and you will get to chat to them prior to your child's entry.

Staff Training

The EYFS states;

'A quality learning experience for children requires a quality workforce. A well-qualified skilled staff strongly increases the potential of any individual setting to deliver the best possible outcome for the children.'

(EYFS, 2012,p7)

We want the best possible outcome for our children so we ensure we have a well-qualified staff and the ethos of continued professional development and research into child development are at the forefront of our practise. We are proud of our staff's expertise and qualifications and would like to share these skills with you. All staff are up to date trained Paediatric First Aiders and are trained in Level 1 and above Safeguarding.

- **Mrs McDonagh:** Head teacher. A word from our head teacher;

"I am honoured to have been appointed to the post of Head teacher at Moorgate Nursery School in September 2015. I hold a BA Hons in Psychology and Language Studies. P.G.C.E in Primary and Early Years education and National Professional Qualification for Head teachers. I have worked throughout the primary age range. However, over the past 12 years of my career I chose to specialise in Early Years and worked as a Foundation Stage leader in a primary school. I then worked for 8 years as the Deputy Head teacher, at a large Children's Centre and Nursery School in Wigan, where my main responsibilities involved, SEND co-ordinator, Assessment and Intervention Co-ordinator and Curriculum lead. I am passionate about ensuring that all children have the best possible start in their early education, through quality early years provision."

- **Mrs Tjaveondja:** Senior teacher, SENCo, Student Mentor, Media Production BA Honours Degree, PGCE Early Years and Primary Education, Taught the Primary Years Programme curriculum in Spain, PSHE Certification, SENCo National Award, APEL Training (Communication, Speech and Language), Forest School Trainer Level 3,

Masters of Arts Degree in Education (21 years' experience).

- **Mrs Hampson:** Senior Supervisor, Foundation Degree in Early Years Practice, BA honours Early Years Education, Early Years Professional Status, Forest School Leader, Level 3, Out of Bounds Paediatric First Aid (9 years' experience)
- **Miss Bridges:** Deputy Manager, Degree in Education Studies (Childhood and Youth) (5 years' experience)
- **Miss Walsh:** Supervisor, Cache level 3 in children's and young peoples' workforce (5 years' experience)
- **Miss Towersey:** NVQ in Health and Social Care, Certificate of Higher Education in Early Childhood Studies (8 years' experience)
- **Miss McDonough:** Diploma Level 3 in Health and Social Care and Early Years, NVQ level 2 in Childcare (2 years' experience)
- **Miss McColgan:** TA Level 2
- **Miss Andrews:** Teaching Assistant Level 2, currently working on NVQ Level 3
- **Mr Hindle:** Site Supervisor

Further Information

If you want to ask anything about your child once they have started in Munchkins then your first port of call would be your child's key person. You will find out their name when you are given your Settling in visit dates. However we are all really friendly and open at Munchkins and anyone would be willing and able to help. They will then put you in touch with Mrs Tjaveondja, our SENCo. If you wish to contact her directly you may;

- Email address; clairetjaveondja@moorgate.lancs.sch.uk
- Telephone number; 01695 573 470

She may then need to contact our inclusion teacher who works at IDSS for advice. She is called Justine Townsend.

We have an open door policy here at Moorgate. When you drop your child off, your child's key person will be available for a chat. If you need to talk at length or discuss something confidentially then please take this opportunity to make an appointment with them at your mutual convenience. Mrs Tjaveondja, SENCo is also in nursery every day if you need to make an appointment with her. She has certain days set aside to work on her SENCo role. These change termly, she will arrange a time that is mutually convenient for you to have your discussion.