



SEN and Disability
Local Offer: Early Years Settings

Name of Setting: **Mc Millan Nursery**

www.lancashire.gov.uk



When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

Setting Name and Address	McMillan Nursery School		Telephone Number	01282 612709
	Railway Street Nelson		Website Address	www.mcmillan.lancsngfl.ac.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 employ a Speech and Language Co-ordinator to work with children who have speech and language difficulties.	
		Yes		
What age range of pupils does the setting cater for?	3 – 4 years			
Name and contact details of your setting SENCO	Sara Pickup 01282 612709			

Name of Person/Job Title	Sara Pickup SENCO		
Contact telephone number	01282 612709	Email	spickup@mcmillan.lancs.sch.uk

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.mcmillan.lancsngfl.ac.uk		
Name	Sara Pickup	Date	16.7.14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

McMillan Nursery School is a large Nursery school with 110 children on roll aged 3–4 years. The children attend for 3 hours either in a morning or the afternoon. The school is situated close to the town centre of Nelson in an area of disadvantage. Nearly all the children live in the top 25% of deprivation. Pupils are from different cultures, traditions and socio-economic backgrounds.

Head teacher – Simone O'Connor, SENCO/Teacher – Sara Pickup, 3 HLTA's, 1 Full time and 1 part time teacher, 2 Level 3 T.A's, 1 Full time and 2 Part time level 3 Bi-lingual Assistants and a part time TA level 3 Speech and Language Co-ordinator.

Accessibility and Inclusion

Our setting is fully accessible and includes wheelchair access, wide doors and disabled toilet facilities, easy access to outdoor area, hand rails and steps are highlighted in yellow.

The indoor and part of the outdoor environment is on a single level, resources are fully accessible to all children. In the main area of the Nursery we have a large carpeted area which allows activities to be accessed easily. Nursery units containing resources for the children include baskets which can be removed to allow ease of access to all. Visual timetables using photographs are used where appropriate. We also use the Picture Exchange Communication System for children on the Autistic Spectrum. We use Makaton, gestures, pictures, symbols and objects of reference to communicate with children who have communication difficulties.

Our setting has Bi-lingual assistants speaking Urdu and Punjabi. Important messages can be translated into Urdu.

More information can be obtained in the school Inclusion Policy and Our Accessibility Plan.

Identification and Early Intervention

We work closely with parents and carers and have an open door policy. The partnership with families begins on the open days and home visit prior to children starting Nursery. A key worker is assigned to each child who regularly meets with parents to discuss progress and will always make time available for parents to voice their concerns.

We work closely with Speech and Language therapists, Physiotherapists, Occupational Therapists, Educational Psychologists and teachers who specialise in all areas of SEN.

All children are observed regularly and monitored using a tracker system linked with the Early Years Foundation Stage Curriculum (EYFS). Staff work closely with all children and those children who have extra needs have individual targeted learning plans. Staff are particularly aware of the vulnerability of some children.

More information can be obtained in the school SEN Policy, please follow the hyperlink below.

<http://www.mcmillan.lancsngfl.ac.uk/getfile.php?src=295/POLICY+FOR+SPECIAL+EDUCATIONAL+NEEDS.doc>

Teaching and learning is developed through;

The assessment data; Pupil and staff observations; Appraisal systems; The head teacher working in nursery; Observations made through learning walks; Verbal feedback from parents; Feedback from feeder schools; Feedback from outside agencies; Discussion at staff & planning meetings; Higher than recommended child : staff ratios.

Children are assessed on entry to nursery and three times more during their school year. We regularly hold parent meetings with the child's key worker to discuss children's progress and achievements.

We follow the Common Assessment Framework (CAF) for children and families who require additional support.

- The staff have high expectations of all children
- All the Nursery staff are well qualified, some have many years' experience of working with young children and as a result are able to provide stimulating and appropriate activities that challenge and inspire young children.
- Teaching meets individual needs because the staff have sound knowledge and understanding of the child, EYFS and child development. Staff are able to differentiate, encouraging the children to be creative and thoughtful risk takers.
- Highly engaged children are a result of the continuous provision (based on children's intrinsic interests) and well planned enhancements (based on observation).
- Bi lingual support ensures children with EAL have equal access to the curriculum and activities.
- Daily planning meetings provide an opportunity for staff to discuss and note children's individual and group interests, next steps and planning for enhancements, ensuring a curriculum which engages and interests all children.
- Characteristics of Effective Learning and Development Statements are followed and monitored ensuring whole child developmental coverage.
- Children's work & Learning Journeys are scrutinised showing progression of learning.
- There is a good balance between child initiated and adult led activities.
- Summative assessments show that although the children begin Nursery well below age related expectations the children make very good progress in the majority of areas. Moderation takes place each term to ensure consistency throughout the staff.

More information can be found in the school's Curriculum policy. [F:\Curriculum_policy](#)

The key person approach ensures all staff form strong relationships with children and families. A thorough induction programme ensures that the majority of children settle quickly, resulting in confident children who quickly & confidently engage in learning opportunities. Nursery staff work hard to form positive partnerships with parents, starting with open days and home visits prior to starting nursery. Parents are invited to stay and play days, termly meetings to review their child's learning, discuss next steps and their child's Learning Journey. There is a weekly book loan, with incentives which every child takes part in and an optional weekly toy loan.

Children take ownership of their learning, they are encouraged during group times to review, plan and choose their activities. Children discuss and request favourite activities which are explored and extended until interest wanes. The children express their views through joint floor books where group and individual interests are shared and recorded.

Provision mapping is used to highlight how children's varying needs are being met, a copy can be accessed. <F:\Provision mapping example.doc>

The Governing Body is included in reviewing the schools policies and procedures and Mrs. Carol Hopkins the SEND governor regularly visits school to discuss how children with additional needs are being supported to reach their full potential.

Experienced staff have an extensive knowledge of child development and in Nursery we have a range of resources that cater for varying levels of child development. Our work with outside agencies allows us to determine whether specialist equipment will be needed in school.

Experienced staff are employed to support children with additional needs some children receive 1:1 supervision for part of their session.

We work closely with SENDIASS (Special Educational Needs & Disabilities, Information, Advice and Support Service) who support parents of children with special educational needs and disabilities and provide training and advice. We also liaise with the Family Tree Children's Centre.

During outings and trips each child will be assessed individually depending upon their level of need and support required. All attempts will be made to ensure all children are fully included in out of school experiences. Risk assessments will be amended as needed.

As part of the transition process of starting Nursery, parents and carers are asked to share information about what their child is interested in. Throughout the year at parents meetings and daily discussions information is shared about children's interests both at home and in the setting.

Through our partnership with LCC the Nursery works closely with specialist teachers and therapists (see above). Should specialist equipment such as seating be recommended by outside agencies a request is sent to the local education office and the decision to supply the equipment is made by the LEA. Smaller items are supplied by nursery.

Parents are kept up to date with their child's progress at Nursery through parent meetings. For those children who have been identified as having additional needs review meetings are held to review targets and set new goals for the term. Our open door policy ensures that parents and carers feel welcome and know from the start that nursery staff will make time available to share progress and discuss any concerns. On leaving the setting to go to school a transition meeting will be arranged with the child's new school to ensure all information is shared.

We know that children are making progress through the use of careful tracking of pupil progress on an individual, group and cohort basis ensuring staff are able to meet the needs of all children to achieve their full potential. Data suggests children make outstanding progress in the Prime areas of Learning. Staff have a thorough knowledge of the children because of their positive relationships with them and their families, observations (written & video), assessments and Learning Journeys.

Early identification procedures ensure staff recognise & are able to support children with additional needs such as medical, vulnerable and speech and language. We employ strategies to ensure they continue to make progress

Parents and carers are kept informed about what is happening in the setting through monthly newsletters, photographs on the website, displays and pictures displayed in Nursery and during stay and play days.

Parent Comments:-

"I was nervous about sending my son, who has Autism to Nursery but I need not had worried. My son within only a few months of attending the Nursery flourished into a happy, confident and playful boy. He is eager to go to Nursery and this in itself shows how much he enjoys himself. I thank Nursery for providing the extra support he needs and all their hard work in making sure my son has just as many opportunities to learn, explore and to just be himself. I'd recommend McMillan Nursery to all".

Transitions

Parents and their child are invited to open days which allows the opportunity to look around the setting and meet the staff. Following this nursery staff visit the child and their family at home to discuss any concerns parents may have about their child starting Nursery. If a child has already been identified as having an additional need with parental consent the SENCO will contact other agencies involved to ensure as much information is gathered before the child starts the setting. This enables us to capture the holistic needs of your child. More information can be obtained in our Transition Policy. <F:\Transition to McMillan Nursery School.doc>

Staff Training

Our team of staff have varying levels of experience, including the support of children on the Autistic Spectrum, with sensory impairment, Speech and Language delays and with physical needs and disabilities.

All staff hold paediatric first aid certificates, safeguarding level 2, some staff have completed moving and handling training. Also relevant SEN courses. One member of staff is trained in the use of Makaton. Staff training is regularly updated.

Staff hold the following qualifications;

The head teacher and 2 staff members are qualified teachers. 3 staff are Higher Level Teaching Assistant's, the remaining staff are qualified at TA Level 3's.

The Nursery school has received the Early Years Quality Mark and The Equality Mark.

Further Information

If you require further information please contact the SENCO (Mrs. Pickup) or Head teacher (Simone O'Connor), visits to the school can also be arranged.

Should parents wish to speak to their child's key person time will always be made available either at the beginning or end of the session. If necessary parents may be asked to make an appointment at a more suitable time to ensure the matter is given full attention.

You can make contact with the setting in person, by telephone or email.