



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Hillside Nursery School

Setting Name and Address	Hillside Nursery School		Telephone Number	01706 214162
	Cedar Avenue, Haslingden, Rossendale, BB4 5NH		Website Address	www.haslingdenhillsidenursery.org.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		As a setting we have supported a range of special educational needs	
What age range of pupils does the setting cater for?	2-4 year olds			
Name and contact details of your setting SENCO	Mrs Andrea McGarry – 01706 214162 amcgarry@hillside-nur.lancs.sch.uk			

Name of Person/Job Title	Andrea McGarry SENCo/Teacher		
Contact telephone number	01706 214162	Email	amcgarry@hillside-nur.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.haslingdenhillside.nurseryschool.org.uk		
Name	Andrea McGarry	Date	9th October 2017

The Setting

What the setting provides

The staff and governors of Hillside Nursery School are committed to providing the very best education for all its children in an atmosphere where children can feel happy, safe, confident and valued.

The nursery school provides 120 places for 3 and 4 year olds and 32 eligible 2 and 3 year olds. Sixty 3 to 4 year old children attend the morning session and sixty 3 to 4 year old children attend the afternoon session. 16 children attend the two year old provision in the morning and 16 in the afternoon session.

A Key Person is allocated for each child with the aim of establishing close relationships with each child and their families. We are proud of the positive and supportive relationships we have developed and work hard to include parents and carers in the education of their children. Each Key Person plans, observes and assesses each child and this is put into each individual's Learning Journey during their time in Nursery.

At the start of each session the children are welcomed in by their keyworker and then take part in a short planned differentiated activity, they then have free access to the continuous provision within main nursery;

The school is managed and led by the Head Teacher and the Board of Governors have overall responsibility for the school. There are two teachers and seven teaching assistants who all have experience of working with children who have additional needs. One teacher has special needs responsibility and is the school's Special Educational Needs Coordinator (SENCo) and we have two nominated safeguarding officers.

Accessibility and Inclusion

What the setting provides

Physical Environment

- The nursery school adheres to the Lancashire Local Authority admission policy, giving priority to children with Special Educational Needs.
- Hillside Nursery School, which is all on one level, opened in 1951 and was later extended. Over the past five years the nursery has been refurbished and a large proportion of the budget has been used to increase the accessibility, well-being and learning potential for our children.
- The car park has a designated disabled car parking space close to the building.
- The school has disabled access into the school entrance. Indoors the corridors and hallways in the nursery are wide enough for a wheelchair user to manoeuvre and other people to pass by. All the floor surfaces are suitable and easy for wheelchair users or children who use walking frames. There is easy access to a spacious outdoor provision where there is a large flat area that is suitable for wheelchairs and children who use walking frames. .
- The school benefits from extensive grounds including a forest area, which supports the children's physical and sensory needs.
- The ethos of the school is one that promotes the use of natural materials and provides a calming atmosphere in which young children with varying needs can flourish.
- There are two disabled toilets in the building as well as changing facilities.
- Resources are put out on a daily basis and are chosen and adapted to suit the needs of the children in nursery.
- The nursery school building including the outdoor area is secured by six foot high fencing all around and locked gates.

Accessible Information

- The Nursery has all required policies and guidance in place. Parents are made aware of policies and procedures and these are available in the school and can be accessed via the website.
- Parents receive information about the curriculum and events through a monthly newsletter.
- Parents whose first language is not English have access to bilingual staff and we seek to provide an interpreter to attend meetings. We aim to ensure that all communications in written format are clear and concise and will inform parents and carers verbally where appropriate.
- The Nursery uses a total communication environment including visual timetables using photographs, pictures and symbols.
- Learning Journey's accessible to parents at all times.
- The Nursery operates an open door policy and all parents are welcome to discuss the needs of their child at anytime
- Staff are available for daily discussions with parents and have Parent Partnership meetings every term.
- A number of staff in Nursery are Makaton trained
- One member of staff has attended 'Using visuals to communicate' course.

Accessibility

- The nursery rooms are large open spaces set up in areas which are easily moved to meet the needs of the children with additional needs.
- Pictorial communication systems are used when required and Makaton signs are displayed around the nursery.
- The furniture is at varying levels and can be adjusted.
- The outdoors is accessible with large areas for the children to access freely.
- All the children benefit from the way the indoor and outdoor environment is organised.
- Resources indoors and outdoors are provided in such a way that all children can self-select and use independently. Photographs and labels are displayed on the front of the boxes and baskets so it is clear what is in them.

Identification and Early Intervention

What the setting provides

The nursery ethos is to work in partnership with parents and all staff work hard to build strong links with parents.

- All children are home-visited before they start nursery and parents are fully involved in completing a profile about their child and the immediate family. This is an opportunity for parents to share information and any concerns with staff.
- Ongoing assessment is an integral part of the learning and development process within Nursery. All staff including their Key Person observe the children, responding appropriately to support their progress. All interactions are used to identify additional needs and offer or signpost to the help required. Interventions are reviewed regularly and adapted according to a child's needs.
- Assessments will be used to ensure that the child is placed in the best group for their needs.
- If a child's progress is cause for concern the Key Person would raise the issue at the daily reflection or weekly staff meeting to discuss strategies/next steps.
- The SENCo, would become involved at a parent's request or if additional support was deemed necessary.
- The SENCo works closely with parents and staff to develop a Targeted Learning Plan and highlight an appropriate programme of intervention and support. These plans are regularly shared and reviewed with parents.

- We work closely with other professionals to gain additional advice, such as the speech and language therapists, health visitors, educational psychologist. Where additional advice/support is deemed necessary the SENCo will ensure that parents are informed and involved.
- Assessments are undertaken each term and discussed with parents and any additional support is identified.
- Daily observations by all staff inform termly assessments, which are used to target areas for development and plan for individual needs.
- The SEN provision map records the type of intervention individual children are receiving.
- Children are tracked along a Continuum of Vulnerability. This involves all staff who look at each child's needs in turn and engage in a dialogue about their personal, social and emotional needs. The children are then identified early for the appropriate intervention. This could be that the child requires a Targeted Learning Plan (TLP). The continuum is reviewed termly and most children progress along it to very low levels of intervention. Where further support is identified this will be discussed with parents and it may be that a referral is made to the appropriate professionals with parental consent. A Common Assessment Framework form (CAF) may be required and this will be discussed with parents.

Early Intervention

- Parents are kept informed throughout of additional support and provision and/or any intervention programmes that their child may be accessing.
- Parents are fully involved in the decision making process following concerns raised either by staff or parents.
- Additional advice and support is requested from the Inclusion and Disability Service.
- In line with the Special Educational Needs (SEN) Policy children are offered individualised support (Targeted Learning Plans (TLP)).
- Depending on the level of intervention required a plan is drawn up for the child and family to access additional support from the setting or additional support requested from external agencies.
- Any decisions will be made by talking to parents who will be involved from the start. This will be a joint decision making process with key person, SENCo, Head Teacher and all external partners.
- Parents will be involved in a variety of ways – parent views will be shared; they will be invited to meetings with professionals which might include a Speech and Language Therapist, an Educational Psychologist and an Inclusion Teacher.
- The school's SEN policy clearly sets out the graduated response the school follows.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The nursery works to the Early Years Framework's Development Matters –

<http://www.foundationyears.org.uk/>

The Early Years Foundation Stage (EYFS) Practice Guidance forms the basis of our provision. A strong commitment to the four themes of the EYFS is evident, in particular “a unique child” and inclusive practice where the diversity of individuals is valued and respected and no child or family is discriminated against.

The guiding principles of the Early Years Foundation Stage (EYFS) are:

- **A Unique Child**– every child is a competent learner from birth who can be resilient, capable, confident and self assured.
- **Positive Relationships**– children learn to be strong and independent from a base of loving and secure relationships with parents and/ or a key person.
- **Enabling Environments**– the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development**– children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

The Nursery follows the EYFS and ensures all the SEN requirements are met.

The curriculum is made up of **3 Prime Areas** and **4 Specific Areas** of learning. All areas are important and inter-connected and centre around the individual needs of each unique child.

The 3 Prime Areas - are fundamental, work together, and are move through to support development in all other areas.

- **Communication and Language** - Listening and attention, Understanding, Speaking
- **Physical Development** - Moving and Handling, Health and Self Care
- **Personal, Social and Emotional Development** - Making Relationships, Self Confidence and Self Awareness, Managing feelings and Behaviour

The 4 Specific Areas - include essential skills and knowledge for children to participate successfully in society.

- **Literacy** - Reading and Writing
- **Mathematics** - Numbers, Shape, Space and Measure
- **Understanding the World** - People and Communities, The World, Technology
- **Expressive arts and design** - Exploring and using media and materials, Being imaginative

We have a regard for the themes and commitments of the EYFS and this underpins our teaching and learning.

- With regard to the Statutory Framework for the EYFS published March 2017 our setting has arrangements in place to support children with SEN or disabilities.
- Children develop at their own rates, and in their own ways. Whatever their stage of development all children are supported to reach their full potential. This may be through differentiated activities within group time, additional adult support additional or adapted resources, small group withdrawal or one-to-one support.
- On-going observational assessment is used to establish each child's stage of development. This starts off with a baseline assessment during the first few weeks, this includes the characteristics of effective learning which are linked to the EYFS ages and stages of development. Each term children's progress is formally assessed. The assessment data is scrutinised by the senior leadership team to ensure that all children are on track to make good progress. Children who are under achieving are identified and intervention strategies introduced. Children will be placed in the group that best meets their needs.
- Parents are involved in the children's learning and assessment by holding regular meetings with parents to discuss their child's development, and to jointly agree appropriate next steps. We are also available to talk with parents at other, mutually convenient, times where all involved can discuss any concerns, update records, share news etc. Regular events where parents are invited into nursery to share their children's learning. Information is sent home about the curriculum, next steps and what the children are learning.
- Differentiation is identified through planning, which will take account of resources required, generally and for children with additional needs.
- Key workers give children the opportunity to reflect on their learning to enable the child's voice to be included. Planning and next steps follow the children's interests
- The Key Person and other staff in Nursery will get to know the child through meetings during a home visit and the initial visit and induction process. Communication is key between parents and staff to support the child's care and wellbeing. The Key Person will regularly liaise with parents. The SENCo will maintain an overview of experiences and progress, working with other practitioners to ensure provision is relevant / appropriate and seek support when necessary.
- The needs of the vast majority of children can be successfully met within the day-to-day organisation of our setting and through thoughtful and flexible planning. If there are concerns that a child does not seem to be accessing the learning opportunities that are provided, staff will gather more information about him/her through observation and talking to parents. Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress school will take action to:
 - remove barriers to learning
 - put effective special educational provision in place.

This is done through SEN support: a graduated approach to identify and meet SEN, with early years' provision following the principles and commitments of the EYFS statutory framework in involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.

- The setting's Provision Map outlines the resources as well as support required on a one to one basis at varying levels of intervention for individual children

- Where a child has been identified as having additional needs, the SENCo will support the key person in identifying the level of need and provision mapping support in terms of resources and interaction with that child.
- The role of the SENCo will be to support appropriate provision and to facilitate external agency involvement if required.
- The learning and development needs of a child with additional needs will be matched to the level of intervention (Wave 1 and 2) which will be monitored within the setting. However should the child require further intervention (Wave 3) the SENCO would request Additional Inclusion Support. If this is in place, advice from the Inclusion Teacher is implemented in nursery and shared with parents to do the same at home.
- The SENCo will support the key person to write Targeted Learning Plans (TLPs) to meet the child's individual needs which are monitored and reviewed on a regular basis.
- Through TLPs, planning is differentiated for specific children. These plans are shared with parents and strategies discussed so that the key person and parents are working on the same targets in nursery and at home.
- The key person will support a child with additional needs on a one to one basis to work on targets as well as during continuous provision. Targets will address a variety of areas of need including cognition and learning, communication and interaction, sensory and physical, emotional, behavioural and social development depending on the individual need.
- Intervention groups and small group work activities are set up to support children with additional needs which include nurture groups and speech and language groups depending on the need.
- Children are able to express their views by making their own choices and having independence in nursery to access areas of continuous provision.
- During group time and circle time children are encouraged to participate by sharing their experiences and ideas. Children's voices are listened to at these times as well as during continuous provision when staff are observing and interacting with children, learning about their views and what they are interested in from their responses to resources and activities. Their ideas are incorporated into planning future activities. The staff are very skilled at observing how each child explores the world around them. They ask them open ended questions about what they are learning, how they are feeling about their accomplishments, if they are enjoying what they are learning and to give suggestions about what they can do to develop their learning further. The staff learn together with the children and support them to develop their ideas and interests. In this way the children are involved in the planning of their own learning and in reviewing their progress.

What the setting provides

- All staff are fully qualified Teaching Assistants or qualified Teachers. Teaching Assistants work under the direction of the Teachers one who is also the SENCo. Key Person are experienced and have a thorough understanding of children's stages of development and learning.
- The nursery has an inspiring and caring environment with stimulating resources which are relevant to the children's experiences and cultures.
- All pupils additional needs are supported by the appropriate resources with advice from other professionals or the SENCo
- The School budget is used to provide any additional resources
- All activities in group time and within continuous provision are designed to meet the individual needs of the children and identify next steps in learning.
- Intervention groups target children's additional needs.
- Where a child requires support in order to access all activities, additional staff would be sought through the usual recruitment process. Delegated budget will be used to provide additional resources or to adapt existing resources.
- The nursery has moveable modern furniture which can easily be adjusted to create learning areas which are accessible to all children, including those with disabilities.
- All the resources in Nursery are at child height so that they can be accessed independently by all the children.
- We work closely with health visitors, social care services, speech and language therapists and the educational psychologist and staff sign post parents to support available.
- To enhance our curriculum, we encourage visits into nursery. All activities are planned around the children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.
- All staff work hard to make parents feel at ease when they bring their children to nursery. The Key Person is available to greet parents at the start and end of each session. We recognise parents as partners in their child's learning as they hold key information and have a critical role to play in their children's education.
- We invite parents to attend parent partnership meetings each term to share their child's assessment and discuss progress.
- Parents are actively encouraged to share information, contribute to Learning stories, comments on TLP and day to day informal discussions.
- Parents are regularly invited in for special events to share their child's learning.
- Data is analysed in the nursery and used to plan interventions for individual children.

What the setting provides

- Children's progress is monitored throughout the school and children with SEN are monitored on the provision map and through the regular review of TLP's.
- We invite parents into nursery to join in activities with their child and also encourage them to take part in home based tasks.
- Parents are involved as much as possible in the education of their child. Where a child has been identified as having additional needs maintaining discussion for shared collaboration is of particular importance.
- Parents contribute and take part in Annual Reviews, attend additional meetings to set targets and discuss progress. Parents receive copies of all relevant paperwork concerning their child. No action is taken without prior consultation with the parents.
- The Key Person seeks the child's view as their contribution to the review and to the transition document prior to primary school.
- TLP's are produced termly or half termly depending on the circumstance.
- The Nursery operates an Open-Door policy.

Transitions

What the setting provides

Transition to Nursery School

- Parents and children are invited to attend an open session to have a look around nursery and meet staff.
- Key workers visit the children at home prior to starting nursery and they discuss each child's individual needs. Staff give parents information booklets and inform them about the website and Nursery's Facebook page.
- Parents are given a booklet at home visits to complete which enables parents to write about their child and immediate family, their child's interests and also any concerns that they may have. This provides an overview for that child's key person and other staff and is a starting point of building a good working relationship for the key person and the child's parents.
- The settling in period differs from child to child and is individualised by staff working with parents and their child to support the settling in process.
- Dependent on pupil needs additional visits can be arranged and advice from professionals sought.

Transition to School

- The Nursery has transition meetings with all feeder schools. Where a vulnerable child has been identified or if the child has additional needs a more formal meeting will be held to which parents will be invited. This is to ensure that the primary school understands the needs of the child in order to ensure a smooth and happy transition.
- In some cases, visits to the school will be organised where the Key Person can support the child prior to school transfer. Photographs of the new setting are also used to help the child prepare for transition.
- All new settings receive a copy of the child's transition report containing achievement data, information regarding strengths and interests and the child's voice.
- The nursery has weekly circle time. During the summer term in particular there is a focus on transition issues.
- The Key Person is always available to discuss any issues with parents. Should there be specific concerns a meeting would be organised with the head teacher so that worries can be addressed and an action plan formulated.

Staff Training

What the setting provides

- 3 staff with Qualified Teachers Status
- 7 qualified Teaching Assistants
- SENCO- LCC SENCo training, update training termly and 'on the job' experience including input from external professionals such as the Inclusion teacher.
- Staff Makaton trained
- All staff Paediatric First Aid trained
- Speech and language courses
- 'Using visuals to communicate' Course

Further Information

What the setting provides

- Parents are welcome to come and see Mrs Wiggan the Head Teacher or Mrs McGarry the SENCo to discuss any uncertainties.
- The school brochure and website provides lots of information about the nursery.
- Your child's Key Person will always be happy to listen and discuss any problems or concerns at either the beginning or end of a nursery session. Should you require privacy we recommend organising a pre-booked appointment at your convenience.
- We have an open-door policy at the nursery and are always delighted to talk to parents.
- We hold regular parent partnership meetings to discuss each individual child's learning and development.
- Prospective parent visits are welcomed.
- Parent workshops provide opportunities for meeting other parents and sharing experiences.
- In the summer term, all children receive a written report, which with parent's permission is used to inform their child's primary school.
- The nursery strives to get things right for children and their families. It is our aim to deal with concerns quickly and effectively. However, a complaints policy is available from the office.