



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Shepherd Lodge Nursery**

The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Shepherd Lodge Nursery		Telephone Number	01253729009
			Website Address	www.lcng.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: As a setting we have supported a number of children with a range of special educational need	
	x			
What age range of pupils does the setting cater for?	0 – 4 years			
Name and contact details of your setting SENCO	Dawn Kuzan 01253 729009 shepherdlodge@lcng.co.uk			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Rebecca Cocker Nursery Manager		
Contact telephone number	01253 729009	Email	shepherdlodge@lcng.co.uk

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	http://www.learningcurvenursery.co.uk/pdf/LO%20Template%20Early%20Years%20Settings%20Shepherd%20Lodge.pdf		
Name	Rebecca Cocker	Date	21.05.19

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

The nursery is a privately owned nursery, offering care for children aged 0 - 5 years. The nursery is set in a large Victorian detached house close to Lytham St Annes. The nursery opens Monday to Friday throughout the year from 08:00 until 18:00. The nursery closes all bank holidays and for a week at Christmas. Care is provided in four small units, a baby unit for under sixteen months that has a separate nappy changing area and sleep room, a toddler unit for children aged one year to two years, a separate unit for children aged two to three years and a pre-school unit that operates in a separate building. There is a room leader in every unit to support the practitioners working in the room. There are two enclosed outdoor play areas.

In addition to the room co-ordinators the setting also has practitioners with additional responsibilities; this includes a named person for supporting behaviour, parental involvement, safeguarding officers, ENCO and SENCO (special educational needs co-ordinator).

The nursery manager has completed a BA Hons degree, which included an optional unit on leadership and management, and has achieved EYPS and YET. She is currently studying for her masters degree. Both the manager and deputy monitor the quality of provision and support the staff with their additional responsibilities. The EYT for the nursery comes in to provide support for the practitioners and to support development.

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

The setting is set in a large Victorian House based on two levels. The building is

wheelchair accessible from the ramp that is situated in the side garden into the toddler unit, from the path to the pre-school and another is situated in the pre-school garden. There is a step from the pavement onto the path leading up to the entrance to the nursery along with two others steps leading into the building. There is on street parking to the side of the nursery. The building is accessed via a keypad system to the main entrance of the setting.

There are a number of accessible toilets in the setting, a child's toilet in the downstairs bathroom of the main building, 3 children's toilets and an adult toilet upstairs, two children's toilets in the separate pre school unit and an adult toilet opposite the pre school unit.

There is a pram store located in the front garden which is weather proof and is accessible at all times.

The entrance to the nursery is bright as sunlight comes through the large stain glass window leading up the stairs. The corridor leading to the separate pre school unit has spot lights leading down. The whole of the nursery is painted in a pale yellow on the walls with white skirting boards. Part of the nursery has flotex carpet and other areas such as dining/messy play has marmoleum and the hallways have Karndean flooring. All doors have a window pane for viewing and all doors are on an anti-slam devise.

There is a partnerships display board in the porch with details such as local events and activities such as the local library and children's centre. There is a parent board in the entrance of the nursery opposite the office, with information such as the Ofsted report, menus and policies. The monthly newsletter is displayed on the parent's notice board and individually emailed to parents as well as on the nursery website. We are also working to display the policies on the nursery website.

The Rooms:

All the rooms are illuminated with an energy saving light bulb and lampshade and there are curtains on all the windows. The walls are painted in a pale yellow colour with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the pale walls and there are displays at the children's height protected by perspex. Rugs and quilt covers are placed in areas to create comfortable areas for relaxation. All the units have a sink, the baby room has an attached milk kitchen with a fridge, sink, sterilizer and kettle. Apart from the kitchen areas all the furniture is freestanding so can be moved and re arranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

In the baby and toddler unit there are low wooden chairs and tables situated on the marmoleum flooring. This is where the children can explore the messy activities and it is cleaned away for mealtimes. Cushions are used to make soft/comfortable areas; there are three cots in the cot room also accessible from inside the baby unit which is monitored on a regular basis. All the mattresses are wiped clean and children have there own individual bedding. The toddler unit have wipeable sleep mats set up with their own bedding. There is one low high chair for the babies and a small low level table for meal times. The toddler unit have two small tables each with different heights (heights of the table can be adapted) where the children sit at for meal times. Resources are suitable for the children, treasure baskets are used to support play and exploration. The toddler unit also has a toddler gym inside which supports the

children's physical development.

The Lower Pre School Room is situated upstairs and is accessed by a large stair case with 3 levels. There is a children's handrail going up to support children's independence and a door at the top of the stairs to support with free flow play sessions. In the art room the children sit at plastic chairs and metal tables with a wooden covered top, this is also where the children eat at mealtimes. The sand and water trays are of small height adjustable units. In the main room the children sit at plastic chairs and tables and have a table for drinks and fresh fruit, mark making and in the role play area. Rugs and chairs are used to make a comfortable area and there is a small den which is used for quiet times that has curtains and cushions for comfort. Toys are stored at the children's height to ensure they have access; there are pictures and labels on the front of the storage boxes to identify what is in them. Areas are defined by placing the furniture in certain areas such as drawers containing the construction toys and book shelf to define the comfortable area. Resources are suitable to the age group however toys can be borrowed or rotated from a store in the attic to meet children's needs and development.

The pre school room located on the ground floor at the back of the building which has two doors either side of the cloak room for access to the outdoors both with wheel chair access. The sand and water tray are height adjustable. There is a touch screen computer set at a table, where the children have access to programs such as simple maths. The children's resources and equipment are kept in storage units at the children's height. Resources are organised in areas of provision. Toys and resources are appropriate to the children's age however toys and equipment can be borrowed from other age groups.

The outdoors:

The outdoor environment consists of three areas – Both the side garden's have wet pour and one of which has artificial grass. The garden closest to the public path can be accessed by two gates and there is a ramp leading into the toddler room. This garden has a large wooden hut with a low level sand pit in with appropriate toys and resources. There is a water area with a low level tap for the children to access. There is a small bridge in the centre of the garden with a sensory path leading off from both sides. There are a number of small children's benches for the children to sit down and there are various areas for planting. The other side garden next to the pre-school and baby unit have a large covered area using a wooden canopy and Perspex windows to make sure it is well lit with natural light. Under this canopy houses a large storage area with natural wicker baskets these are at the child's height. The front garden is very natural and is accessed by three gates, one at the front opposite the settings front door, the second adjacent to this with an extra wide gate for access and a wide gate at the other side of the setting leading round to the pre-school and babies garden. This garden has wooden planters as a vegetable patch, a wooden swing fixed into the ground for the babies and a picnic bench table which doubles up as a sand pit which is moveable. This garden also has a small area with trees and shrubs with a path leading behind for a den. The path going round is uneven in parts.

Outdoor resources are kept outside and chosen and adapted to suit the needs of the children attending the setting.

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 involve?

What the setting provides

Children's progress is closely monitored in the setting. Each child has their own key worker who produces an online learning journey which includes observations, photos, photo's of the children's work, observations from parents and tracking information about their progress across the areas of learning and development within the EYFS. The information about the learning journeys is shared with parents when the children start their visits and through their parents evenings / open events, which take place three times per year.

Key workers are available at the beginning and end of the day to chat to parents, some parents may struggle so all parents are invited to come in to talk about their child's development and ask any questions or advice that may be needed. The learning journeys are shared automatically to the parents through an online application when they have signed up with the nursery. If parents struggle to attend the parents evenings we make alternative arrangements for parents to meet at a more convenient time. These meetings can also involve a more confidential aspect which can be held in a more private area.

In addition to the learning journey a report is written for each child for every parents evening, this report is based on the Early Years Foundation Stage (EYFS) and is stored on their secure online profile and it is also printed for each parent. In addition we also undertake the 2 year progress check. This is a requirement of the EYFS and is done for all children in this age group. The EYFS requires us to report to parents on their child's progress, discussing and identifying any problems as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delays in their development this is shared with parents and next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child. This can then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'request for guidance' and can only be undertaken with parent consent.

Our Special Educational Needs policy is available in the setting.

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

The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age range (baby and toddler room) the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development), however they still plan for all the seven areas of learning. Planning is individual for each child to challenge each area of learning.

In the 2-3 age range the prime areas remain significant but there is an emergence of the specific areas of development and learning.

In the 3-4 age range (pre school) the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in the prime areas and the specific areas.

Activities and provision are adapted to suit the needs of all the children; practitioners differentiate the activities and provision to meet the needs of all the children. Some children may need more differentiation than others as they may have additional or special educational needs. Staff are sensitive to all the children's development and keep in mind the importance of differentiation to enable all children the opportunity to access the setting and activities in a way that is appropriate to them and their needs.

All children have a key person; it is the role of the key person to support the child's learning and development. The key person also helps parents to develop ways to support their child's learning at home. The practitioners share ideas during feedback time and also during parent's evenings. As a setting we also support home learning by providing story sacks for parents to take home and share with their children. The story sacks contain stories, information books, puppets and activities. Parents can use these activities to spend time supporting their communication skills. There are leaflets and posters advertising local groups that the parents can access such as the local children's centre and library. Parents are able to speak to their child's key worker or manager at any time if they would like further information or advice on supporting their child's learning at home. As a setting we encourage parents to share significant development stages. With this information we celebrate it by displaying it on our 'WOW' board which develops each child's self-confidence.

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

Each age range is provided with resources that are developmentally appropriate for the age group. We ensure suitable resources overlap with the age range to support children's development that develop slowly or quickly so they access resources and activities appropriate to their needs.

Where children require access to resources that are significantly different to the resources available within their age range we make arrangements to share resources with younger or older groups. The nursery also has a store of equipment and resources stored separately in the attic so that practitioners can rotate to ensure the environment is kept exciting and inviting for the children. As a nursery group we also share resources between the settings. When children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or by purchasing. We liaise with parents and other professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with other professionals who visit children in the setting; the SENCO, room leaders and manager support the practitioners to gain this experience. Information is shared with staff at monthly staff meetings to ensure all staff are up to date.

As a setting we plan trips out of the setting such as the local park, local Sainsbury's, local greengrocers, a local rest home, sensory room and the YMCA. We undertake risk assessments and consider the needs of the children; we make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending the setting.

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

Parents receive feedback each day when they pick their child up, the practitioners are on hand to answer any questions and give details of how their child has been in the day. Parents can also attend two parents' evenings and one opening evening during the year which gives the practitioners a chance to share the children's learning and development. This is also a fantastic opportunity to share ideas and activities for parents to carry out at home. The baby room fill in daily diaries to inform parents of what their child has eaten and slept during the day.

When a child starts at the setting they are assigned a key person who is the practitioner who supports the child's learning and development. The key person will go through the tracker with the parent to see where their child is at developmentally. This can then inform the practitioner what areas the child needs to develop.

The practitioners share the tracker with the parents at parents evening, the parents can also fill in a home learning sheet which is a sheet for parents to fill in about activities and achievements that can be cross referenced for their child's learning journey.

The setting provides a home diary that is filled in every week with a photograph and write up of their child's week with things such as what they have learnt or taken an interest in that week. Parents are also invited to fill this in at the weekend as the children like to share the diaries with their friends and practitioners.

Before a child starts at the nursery parents are invited to attend visits with their child. This gives the parents an opportunity to ask the practitioners any questions and for the practitioners to find more out about the child. Staff reinforce the partnership with parents and try and share as much information as possible. The key person will then plan individually for the child and will give them a target from each area of learning using their interests to help simulate their learning.

There are various ways that parents and family are involved in the setting. Parents and family are invited to spend time in the nursery such as supporting the nursery in activities such as the vegetable patch. Parents are also invited in to talk about their jobs such as RSPCA and the RNLI.

The nursery also has a summer and Christmas fair which are both great events to support partnerships with parents. The pre school children who are going to school have a graduation ceremony during the summer fair.

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

Before children attend the setting we encourage parents to bring them for visits, this not only supports the children to settle into the setting but it also gives parents a chance to know the staff and the setting. We plan for parents to visit with their child for the first visit, this gives parents the chance to ask any questions and also for practitioners to get to know the child. We then plan more visits where the parent can leave their child for short periods of time for example they may leave for one hour and then another visit maybe two hours.

The setting also has a transition policy for children transitioning through the nursery through the different age ranges. The children will visit the next room with their key worker to make themselves familiar with the new room. Parents will be introduced to the child's new key worker and visits will be arranged on days they attend. An evaluation of information is written by the child's key worker and passed onto the next key worker before the child moves up. Parents are also given all about me forms to fill in at each age range to ensure the children's needs and interests are being planned for.

The setting also offers home visits to the parents, where the child's key worker and senior management visit the child at home. This gives the child the opportunity to get to know their key worker in their own environment. This supports the child's personal and social development.

Transitions to schools are also carefully planned. We invite all the class teachers to visit the setting to meet the children. The transition documents are written and sent to the class teacher at the end of June in time for teachers to read before the summer holiday. For children who have special educational needs a transition meeting is arranged to ensure that all targets and information are shared effectively.

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

The practitioners in our setting are qualified to level 3 or above. There is one member of staff who are currently modern apprentices studying to gain their level 2. There are two members of staff who are currently modern apprentices studying to gain their level 3. The manager has a BA(HONS) in Early Childhood Studies, EYP, EYT and is currently studying her Masters degree . Two other members of staff have a degree one being a teaching degree and one BA(HONS) Early Childhood Studies. One member of staff has a Foundation Degree and another three members of staff are working towards the Foundation Degree.

We have a regular programme of supervision and appraisals for all practitioners. We value these opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

The staff also attend in house training once a month which cover topics such as observation, assessment and planning, enhancing area and safeguarding. Room co-ordinators also attend a meeting once a week with the manager, this gives the manager the opportunity to introduce anything new and also for the co-ordinators to talk to each other and share their experiences.

Once a week there is a planning meeting for each room where staff can share new ideas for the children. Ideas are shared and implemented such as a new planning format or medium term plans for the next term. This allows them to plan together to arrange necessary activities that are needed.

Within our setting we have staff who have completed the following training courses :

Working with babies

Brilliant baby room

ICAN

Observation, assessment and planning

Planning for the EYFS

Seeing the bigger picture

Planning from children's interests

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs.

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

Each child has a key worker who is on hand to answer questions from the parents and discuss their child's learning and development. Each room also has a room co-ordinator who supports all staff in the room. Room co-ordinators are present in the nursery from 8.00 – 5.30 along with the manager and deputy manager. There is also another member of staff who is third in charge who works 8.30 – 6.00 pm.

Parents are always welcome to discuss anything about their child; this can be when parents drop off or pick up. Arrangements can be made to meet with key workers/ room co-ordinators at a time that suits the parents and in a private place such as the office rather than the children's rooms.

The manager is always on hand to talk this can be done by phone, email, messages in diaries and in person.

The setting has a complaints procedure, this is available in the nursery.