



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: **Stoneygate Nursery**



In accordance with The Special Educational Needs and Disability (SEND) Reforms the following information is designed to inform parents about how Stoneygate Nursery supports children with Special Educational Needs and Disabilities (SEND).

A copy of our Local Offer can be found on The Stoneygate Nursery website.

The contact details of our SENCo

**Anna Peachy**

**Tel: 01772 257865**

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<b>Setting Name and Address</b>	<b>Stoneygate Nursery</b>		<b>Telephone Number</b>	<b>01772 257865</b>
	<b>Stoneygate Walk</b>		<b>Website Address</b>	<b>www.stoneygate-nursery.co.uk</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
		<b>yes</b>	<p><b>Stoneygate staff are highly qualified in meeting the needs of children with SEND. All staff have received Universal training in child development and speech and language. The majority have further developed their knowledge to implement specific interventions such as WellComm speech and language early intervention programme. Headteacher and SENCO have specialist SEN qualifications.</b></p> <p><b>SENCO also on the Lancashire task force to review safeguarding for disabled children.</b></p>	
<b>What age range of pupils does the setting cater for?</b>	<b>Stoneygate Nursery caters for children between 2 and 4 years old.</b>			
<b>Name and contact details of your setting SENCO</b>	<p><b>Anna Peachy</b></p> <p><b>Email: <a href="mailto:senco@stoneygate.lancs.sch.uk">senco@stoneygate.lancs.sch.uk</a></b></p> <p><b>Tel: 01772 257865</b></p>			

The name and contact details of the person/role responsible for maintaining details of the Local Offer for Stoneygate Nursery is: Anna Peachy

<b>Name of Person/Job Title</b>	<b>Anna Peachy(SENCO)</b>		
<b>Contact telephone number</b>	<b>01772 257865</b>	<b>Email</b>	<b>senco@stoneygate.lancs.sch.uk</b>

## 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.

<b>Please give the URL for the direct link to your Local Offer</b>	<b>www.stoneygate-nursery.co.uk</b>		
<b>Name</b>	<b>Anna Peachy</b>	<b>Date</b>	<b>07/05/2020</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

### What Stoneygate Nursery provides

Stoneygate Nursery is a Lancashire County Council Maintained Nursery school located in Preston city centre. It caters for children between 2 and 4 years old. It is an average-sized nursery school with approximately 60 children on roll in Autumn, 72 in Spring and 96 in Summer. The children attending are from mixed social and economic family groups. Staff ratios are no less than 1:13 in the Jewels classroom and 1:4 in Little Gems Classroom at any time. Stoneygate Nursery has achieved the Lancashire Quality Award for Early Years Education.

Stoneygate Nursery is federated with Appletree Children's Centre and Nursery In Lancaster. Head of centre is Miss Christine Branscombe who works across both settings.

Stoneygate Nursery provides Early Years education and care for children between 2 and 4 years old. The nursery is open from 8:30am to 3.30pm and children attend 15 - 30 hours a week. We offer mornings, afternoons, 2 full days or 5 full days. Children attending full days are provided with a lunch time session. Home visits and flexible settling arrangements ensure that children settle into nursery at their own pace.

Stoneygate Nursery is organised into two classes, Jewels (3/4year olds) Little Gems (2/3 year olds), managed by a deputyhead teacher. The nursery practitioners are qualified to at least Level 3 and offer experienced, multicultural / language support. Each child has a designated keyworker who is responsible for their needs.

Stoneygate Nursery has a Governor responsible for Special Educational Needs. Her role is to work with and advise the SENCO, parents and staff and to keep up to date with current practice through SEN training. All nursery practitioners work closely with a specialist behaviour management consultant and attend regular inset training.

Designated Officers:

- Head of Centre – Christine Branscombe
- Deputyhead Teacher – Claire Woodsford

SENCO (Special Educational Needs Coordinator)

- Anna Peachy

Our SENCO supports families of children with special educational needs and is responsible for ensuring that the needs of individual children are met through provision mapping, targeted learning plans and work with individual and small groups. Our SENCO works closely with external professionals and agencies, such as social workers, health visitors, speech therapists, educational psychologist, occupational therapy and physiotherapy and Inclusion Teachers.

## Accessibility and Inclusion

### What Stoneygate Nursery provides

Stoneygate Nursery is situated on the ground floor of the building. There is wheelchair access and accessible disabled toilets and baby / child changing facilities. Security is ensured through push button entry and there is a lift to access the upper floor.

Stoneygate Nursery has an attractive indoor and outdoor learning environment. The classrooms are organised to promote the children's independence and to enable free exploration. Our continuous provision allows free-flow access to indoors and outdoors. Our resources and displays reflect equal opportunities and planning reflects the needs of individual children.

Within the classrooms there are identified learning areas, such as creative area, sand and water, role play etc. Continuous provision is flexible and room layouts can be adapted to cater for individual children's needs e.g. table and chair height, spacing around the room to allow for walker/wheelchair. Resources are placed within easy reach of the children and reflect our inclusive practice. Children have access to an interactive Smartboard, a sensory room and equipment and a range of quality resources which reflect the different ages, stages of development and interests. Environmental print and labels are supplemented with Boardmaker symbols and photographs to support visual learners and enable understanding. Individual risk assessments are in place and a fire access plan is written for children and staff who need support in leaving the building.

Nursery practitioners are supported by an inclusion teacher in order to plan effective interventions and play based activities for children with specific needs.

Within the School there is a toy library and bilingual books to borrow. There is a meeting room to ensure confidentiality for parent meetings, small groups and 1:1 sessions.

Stoneygate Nursery produces a regular newsletter. Information and policies are published on our website and can be made available in verbal and written format if required. Our multicultural staff provides support in several languages plus an interpreter can be made available if appropriate. Written information could be provided in different languages if needed.

## Identification and Early Intervention

### What Stoneygate nursery provides

Stoneygate Nursery has a keyperson approach which ensures that all families have a named first contact point. We offer an open door policy which ensures that senior staff and the SENCO are available to discuss any concerns with parents and appointments can be made for longer discussions. As a centre we work closely with Health and Social Care professionals. Families with children with SEN or additional needs are signposted to targeted services

If keyworkers have a concern about a child they will speak to parents and to the SENCO for further advice. The procedures of the SEND code of practice will be followed as identified in our SEN policy. Our SEN Provision map shows the route we will follow to access services for the child. We have a Single Equality policy which ensures that we respect the needs of all staff, children and parents regardless of race, gender or special educational needs or disability.

All nursery practitioners have a secure knowledge in child development and are aware of key milestones typical for a child's age. Through our clear assessment processes linked to the EYFS, WellComm Speech and Language Screening and through child observations and monitoring the nursery practitioners can identify areas of concern, such as speech and language delay. A graduated response of early interventions are then put in place within nursery and/or the child signposted to an external agency such as Speech and Language Therapy.

A member of staff is also a WellComm and Early Language Development trainer who support others in delivering high quality speech and language interventions.

Parents are fully involved in all decision making. A CAF (Common Assessment Framework) may be initiated. The CAF is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF allows all the professionals working with a family to share information and support the family in the best way they can. A Team around the Family Meeting (TAF) ensures that actions are followed through by the team.

The SENCO gathers evidence from key practitioners and requests further support from the Early Years Support Panel. Support could be a request for Specialist Inclusion Teacher, Educational Psychologist or additional funding for resources/staffing. The level of support package is reviewed by the Early Years panel every term.

Our named Educational Psychologist is currently Suzanne Oakley.

Transition meetings take place when a child moves to the nursery school and to other settings such as primary school.

## What Stoneygate Nursery provides

Our setting complies with requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS). We work in partnership with parents to promote the learning and development of all children. The EYFS requirements for learning and development comprise of

- Seven areas of learning and development.
- The early learning goals – which summarise the knowledge, skills and understanding that children should have gained by the end of reception year.
- The assessment requirements – when and how this should take place and how they should be discussed with parents.

At Stoneygate Nursery we will always make reasonable adjustment to ensure that we can cater for the needs of all children as stated in our Single Equality policy (available on our website: [www.stoneygate-nursey.co.uk](http://www.stoneygate-nursey.co.uk) or in the office.)

We closely follow the SEN code of practice and have a qualified Special Educational Needs Co-ordinator to oversee SEN provision.

Our learning environment is set out with clear areas of learning and continuous provision which are reviewed regularly to ensure that we are meeting the needs of all children.

We plan and provide enhancements to reflect the interests of the children and also predicted interests such as EID, Christmas, the seasons and starting school. Our nursery practitioners work closely with parents to empower their children to learn new skills. Resources such as phonics materials, the toy library, books and WellComm activities are available to parents to use at home.

## Assessment

All children are assessed on entering nursery in

- Communication and language (CLL) - supplemented with WellComm screening
- Physical development (PD)
- Personal, social and emotional development (PSED).

These are known as the **prime** areas of learning.

Children will also be assessed in **specific** areas of learning

- Mathematical development
- Literacy
- Understanding the world
- Expressive arts and design

Keyworkers assess the children continuously through a focused observation, planning and assessment cycle. This is formalised at three points in the year. Analysis of the assessment data shows which areas of learning need to be developed further for individual children. Our assessment cycle informs our planning to make sure that the activities and resources enable progressive learning and development for all children. Resources and planning are differentiated to make activities accessible for all ages and stages of development. Key workers are responsible for planning differentiated activities for the children in their keyworker group however children will work with all practitioners.

The SENCO is responsible for ensuring that individual learning programmes for children with any additional needs or SEND (special needs and/or disability) are carried out and reviewed with parents on a regular basis as appropriate (usually half termly).

### **SEN Provision Mapping**

Our provision map shows the range of provision, additional staffing and support that is available within the setting. A provision map enables the nursery to look at the needs of all children and identify how we support groups of children including children with SEND.

Provision mapping is a way of auditing provision and showing that resources and funding are used effectively and focus staff on quality teaching and learning for all children. The provision map also helps us to identify any specific training for staff. The provision map displays three waves:

- Inclusive quality-first teaching for all
- Additional interventions to enable children to work at levels typical of a child's age or above
- Additional highly personalised intervention

### **Targeted Learning Plans (TLP)**

A TLP is a teaching and learning plan which identifies focused objectives with actions to achieve them. The identified actions should be **SMART**:-

- **S**pecific so that the child, key staff and parents know what the child needs to achieve
- **M**easurable, so that it is clear when the target has been achieved
- **A**chievable, for the individual child
- **R**elevant, to the child's needs and circumstances
- **T**ime-bound, so that the targets are to be achieved by a specified time

A review of the TLP will take place at least every half term with parents, keyworker and SENCO. The child's viewpoint will be sought wherever possible.

### **Parental Involvement and support**

We encourage parents to be active participants in children's learning in a variety of ways:-

- Parent meetings – home visit, induction meetings, termly formal parent meeting, school transition meetings, TAF meetings
- Newsletters, parent noticeboard and website
- WellComm resources sent home to compliment what is being taught in nursery
- Transition to reception classes and other settings
- Learning journeys
- CAF – "The CAF is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress" (DFES. National Archives)

### **Children's Viewpoint**

Wherever possible we seek the opinions and ideas of the children. We encourage children to take an active part in planning and expressing their views through:-

- Observations of their behaviours, responses and actions
- The use of digital cameras and video



- Picture prompts and visual aids such as Boardmaker
- Verbal discussions
- Learning journeys

## Teaching and Learning Part 2 - Provision & Resources

### What Stoneygate Nursery provides

Stoneygate Nursery uses resources appropriate to a child's age and stage of development including the use of sensory equipment. We purchase good quality, robust equipment and resources that are open ended to maximise the range of activities we can provide and develop children's creativity. AIS (additional inclusion support) funding and AEN (additional educational need) funding are used to increase staff ratios to support children with SEND and buy specific additional resources for children such as visual supports and prompts using Boardmaker symbols or photographs or speech and language resources. Resources in different languages are provided for children with English as an additional language to support children and families with speech and language development.

Stoneygate Nursery has a large outdoor learning environment It is divided into several areas to provide for physical play, quiet activities, a stage for performing, growing and digging, storytime and free exploration. We have a wide range of flexible equipment and resources which are designed to be easily accessed by the children and safe e.g. safety flooring and all weather surfaces.

Our indoor area has good lighting and is sympathetically decorated to provide a calm and welcoming atmosphere. All doors are fitted with safety features to stop trapping. We have purchased furniture which is adaptable and moveable to maximise space and variety of layouts to reflect the needs of the group of children in the room. All activities are planned carefully to make sure that they are accessible to all children.

Individual Learning Journeys are created to show each child's learning and progression.

### Toy Library

Nursery children are welcome to borrow toys and books from the toy library situated within Stoneygate Nursery School.

### Visitors and Outings

At Stoneygate we aim to offer a broad curriculum with first hand experience when possible. We plan visits to nursery, for example by community police, musicians, firefighters, a children's zoo and library bus. We also plan local outings to enhance the children's learning. All special events are carefully planned to be fully inclusive.

## Reviews

### What Stoneygate Nursery provides

Parents know how their children are doing by:-

- Sharing learning journeys
- Day to day discussions with nursery staff
- Discussions with SENCO
- Displays and planning files document children's learning through photographs
- Individual parent meetings
- The CAF / TAF process, as appropriate
- Children's progression through targeted learning outlined in TLP
- WellComm screening and reviews
- Transition report

Parents have the opportunity to visit the centre and nursery during regular events and parent meetings throughout the year.

Some ways in which parents are encouraged to be involved in the Nursery school are :-

- Parent newsletters
- Parent forum
- Parent Questionnaires
- Becoming volunteers
- Attending fundraising events

## Transitions

### What Stoneygate Nursery provides

At Stoneygate Nursery we offer support to children and their family when joining our nursery or when transferring to another setting.

Parents are encouraged to visit the nursery to have a look around and talk to staff. Please ring the office to make an appointment.

On entry to nursery, parents are offered an induction which includes nursery visits and a place at 'New Beginnings' to prepare them and their children for nursery. This series of workshops offers information about the whole nursery experience including what the nursery offers, how the children will learn, the expectations in terms of behaviour etc. New parents are also offered a home visit. This provides a valuable opportunity to discuss any concerns you may have or to pass on information about your child's specific needs and requirements.

On entry

- A keyperson will be assigned to your child and family
- SENCO will be involved to help settle your child and make any specific plans to ensure child's needs are met
- Continued involvement with existing external professionals and agencies will be discussed.

On transition to school / other nursery the SENCO will share information and successful strategies with the new setting, with parent's consent. Children with SEND may also be signposted to outreach or Parent Partnership who may help them to look around schools and consider the right setting for their child's individual needs.

During transition

- The SENCO will arrange transition meetings with key staff at settings and / or meet with the SENCO from new settings
- An appropriate transition programme will be planned, according to a child's specific needs. This could include
  - Extra visits / play sessions
  - Writing social stories
  - A Photobook of key events and places in the new setting
  - Accessibility action plans / Environmental audit
  - Education and Health Care plans
  - Sharing assessment, EYFS trackers, WellComm targets etc
- A Transition report will be completed in conjunction with parents to share information such as specific needs and successful strategies etc

## Staff Training

### What Stoneygate Nursery provides

All nursery practitioners are Early Years trained. Senior staff have attended safer recruitment training to ensure the best possible staff are recruited throughout the School.

- Mrs Christine Branscombe, Head of Centre:- B ED Honours in Primary Education, EYPS Professional Status, NPQICL,
- Mrs Anna Peachy- SENCO:-B ED Honours Primary Ed, MA in Early Years

All nursery practitioners follow an induction process receiving training in safeguarding, behaviour management, child development and speech and language. Our staff have also undertaken CAF training and two senior staff are designated CAF and safeguarding trainers for other settings.

Nursery practitioners have been trained in using the WellComm Speech and Language Assessment Toolkit which is used for early identification and intervention.

All staff have received further training in Positive Behaviour Management and CAF and CON online training.

Our current school improvement target is to develop Augmentative Communication ( use of pictures and signs) and begin to learn and embed the use of Makaton signs in our everyday practice.

As a federated nursery we also share the expertise of members of Appletree Nursery in Lancaster and work closely with the children's centres at both Stoneygate and Appletree. We also undertake regular inset training based on the school Improvement plan to develop practitioner knowledge and understanding. We are currently undertaking action research in Characteristics of Effective Learning to develop skills in teaching children to develop positive dispositions and attitudes.

## Further Information

### Further information can be obtained from

Mrs Christine Branscombe: Headteacher: [head@stoneygate.lancs.sch.uk](mailto:head@stoneygate.lancs.sch.uk)

Mrs Claire Woodsford Deputy Headteacher: [deputyhead@stoneygate.lancs.sch.uk](mailto:deputyhead@stoneygate.lancs.sch.uk)

Mrs Anna Peachy: SENCO: [andrea.diggle@stoneygate.lancs.sch.uk](mailto:andrea.diggle@stoneygate.lancs.sch.uk)

Keyworkers are available to discuss your child's needs at the beginning and end of a session and also by arranging an appointment. We offer an open door policy wherever possible and will endeavour to be available throughout the day to support families and their children.

**Website:** <http://stoneygate-nursery.co.uk/>

**Telephone:** 01772 257865