



## **SEN and Disability**

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

Name of Setting: **Kingsway Playgroup & Pre-School Centre**

<b>Setting Name and Address</b>	<b>Kingsway Playgroup &amp; Pre-School Centre</b>		<b>Telephone Number</b>	<b>01524 859261</b>
	<b>St Patrick's Primary School, Littledale Avenue, Heysham, LA3 2ER</b>		<b>Website Address</b>	<a href="http://www.kingswayplaygroup.co.uk">www.kingswayplaygroup.co.uk</a>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	If yes, please give details:	
		<b>Yes</b>	We have children with varying needs and differing degrees of care needs. All children with SEN have a TLP in place and they have regular focussed 1:1 activities with a supportive adult to ensure that TLP targets are met. Advice is sought from IDSS teacher or specialist teacher working with the child, including parents and any professional working with the child/family with regards to activities and resources needed to meet the individual needs of each child. Our Special Educational Needs Co-ordinator (SENCO) works at all four of our nurseries. Our SENCO has worked as a special needs advisory and support teacher in North Lancashire for 23 years, in high schools, primary schools, pre-schools and with babies in their homes.	
<b>What age range of pupils does the setting cater for?</b>	<b>2 years – 4 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Kath Woodhouse</b> <b>01524 859261</b>			

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).

<b>Name of Person/Job Title</b>	<b>Marie James</b> <b>Manager</b>		
<b>Contact telephone number</b>	<b>01524 859261</b>	<b>Email</b>	<b>admin@kingswayplaygroup.co.uk</b>

## The Setting

We are situated within the grounds of St Patrick's School, but are run totally independently from the school as an independent setting.

In September 2012, we moved into a brand new building which was purpose made to our own design. Our environment was thoughtfully planned by the owner, consisting of two playrooms where activities take place to support all children's learning and development, and a third room, a sensory room. There are also two secure outdoor play areas situated on attached verandas, with some fantastic views over Lancaster and the Bowland Hills, where children have opportunities for free flow indoor and outdoor play. This was a recommendation from our previous inspection. In the setting, we thread the outdoor learning environment into the individual child's learning and development. The children have Forest Ranger sessions on a weekly basis.

The playgroup and pre-school serves an area where many families experience significant social disadvantage. The majority of the children are from white British backgrounds and there is a significant number of children from travelling families. We currently offer the Free Early Years Education for Targeted 2 Year Olds providing places for children who will benefit from accessing good quality early education and childcare, particularly those children who are from disadvantaged backgrounds. Lancashire County Council is co-ordinating the scheme.

### What the setting provides

The nursery employs eight members of childcare staff. Of these, 6 hold appropriate early years qualifications at level 3, one working towards level 2. The registered provider holds the Early Years Professional Status. The nursery opens Monday to Friday, term time only. Sessions are from 8:30am until 3.30pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The nursery provides funded early education for two, three and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

## Accessibility and Inclusion

### What the setting provides

- The nursery is situated in Heysham. It is conveniently situated close to bus routes and there is on street parking outside for dropping off and picking up.
- The building is all on one level and is fully wheelchair accessible for indoor and outdoor play. A ramp leads to the main entrance of the building.
- Our information - including displays, policies and procedures etc. is available at all times for parents to read.
- Staff give individual attention to assist parents/carers with additional needs or families who speak English as a second language.
- Rooms are organised to meet the needs of children with additional needs, symbols and pictures are used for routines.
- ICT - computer programmes and equipment - is available to support children. The furniture is all child height and all activities can be accessed by all the children.
- We ensure evacuation plans are in place for children who are identified as having additional needs to ensure that during times of evacuation/fire drills children receive additional support and reassurance.

Our enabling environment takes on the role of the philosophy behind Swedish Forest Schools, which is to encourage and inspire individuals of any age through positive outdoor experiences. The Forest Rangers in our setting promote children's learning and development in a pleasant, natural, fun and less stressful environment. We do this by taking groups of children into the main school grounds which are extensive and as they border open countryside, the children can explore the natural world about them with the utmost safety. Forest Rangers have developed opportunities in an outdoor setting for children and adults of all ages to develop a variety of life skills: independence, self awareness and social communication skills, all of which assist individuals to thrive. The whole session is dedicated to outdoor play and learning in almost all weather conditions. We operate these at least twice weekly in a morning and afternoon session to ensure all children are able to participate. All staff members and children put wellies and coats on, pack up a healthy snack and go exploring outside in the extensive school grounds.

A whole range of activities are organised linking to the current curriculum planning and themes. Activities are carefully thought out, planned and adapted to ensure that they promote inclusiveness of all children, changing activities where necessary depending on the needs of a child e.g. a child with sight difficulties can touch, smell and hear the outdoor surroundings. A child with hearing difficulties can see, touch, smell and sign, with an adults support. Mobility difficulties can be dealt with accordingly by adapting the route to ensure all children can have easy access. An allocated staff member will work closely on a 1: 1 basis with a child who has been identified to need additional support during an activity.

### **The Building**

The building is fully wheelchair accessible with ramps leading up and into the main entrance of the building. There is on street parking a short distance from the building

There are 4 accessible toilets in the building with child height toilets and sinks, and a disabled toilet.

The walls are painted cream and the skirting and architrave is white. The flooring is wood-effect vinyl. The outdoor area is a mixture of wooden decking and artificial grass. All the internal doors around the building are wheelchair assessable. The doors to rooms have viewing panels at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are laminated A4 paper signs which name the rooms and toilets.

There are parent information boards in the entrance area. These contain information about the setting, including our OFSTED report. The information boards also contain information about activities and events in the local area such as at the local children's centre. The information from other providers is only available in the format in which it is sent to us. For families who require it, we are able to make copies of policies available electronically.

### **The Rooms**

The rooms are illuminated with strip lighting. The walls are painted in a pale colour with display boards mounted at adult height. The floors are laminated wood style. Rugs are used in some of the rooms to make comfortable areas for play and relaxation. Most of the furniture is freestanding, so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

Activities include looking at sounds and listening, musical instruments, teacher for the deaf support which bases activities on hearing. Books and signs are well used. Staff sign to a child as they say the word.

### **The Butterfly Room**

This is the main room and is used for children aged from 2-4 years, all resources are age and stage appropriate. The furniture consists of toddler sized wood chairs and tables. Toys are stored in child height wood units. There are pictures and labels on the front of storage boxes to identify what is in them. The water play is small height Belfast sink. The room is set up to provide opportunities for

children to explore freely with a creative/messy area, role play area, mark making and much more. There are three computers for the children in the main room with a Chester mouse to enable direct control of the mouse. The room provides continuous provision and school readiness is encouraged which is also flexible to meet the needs of the individual children. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play.

### **Sunflower room**

This is our newly built play room. A fantastic room that can be used for many different activities! Our 2 year old children use this room to form relationships with their peers and develop age and stage appropriate play with supporting adult interactions. Examples of activities/ time in this room include dancing to music, playing parachute games, using our imagination through role play and building with our huge foam building blocks. As well as crawling through the army nets and tunnels and playing with the footballs. The sunflower room can also be used as a calm quiet area. This room allows us to meet the individual needs of the learning and development of children. Whether it be through focused or quiet, directed or undirected, with time to let of steam play with the children. Our story time for the 2's is also in this room-where a range of props are available to enhance the stories.

### **The Sensory room**

The Sensory Room fosters an atmosphere of relaxation. Relaxation is good for children's emotional health; it gives them a chance to explore their feelings and to become interested in their environment. This calming environment provides a restful and peaceful experience in today's busy and sometimes stressful lifestyles.

The Sensory room is particularly useful for children with sight or hearing problems and extremely valuable to children with autism.

#### **Benefits:**

- Supports the development of communication
- Enhances sensory skills, hand-eye co-ordination and cause and effect response
- Assists the development of social and emotional skills
- Reduces tension and increase relaxation
- Provides fun and enjoyment
- Improves levels of concentration, alertness, calmness & general awareness

### **The Outdoors:**

The outdoor environment consists of artificial grass and decking.

The artificial grass and decking area are even and are suitable for children who use walking frames or wheelchairs.

Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children attending the setting.

The outdoor environment is richly resourced with play materials, equipment and books to support all aspects of learning. Many of these resources can be used in different ways.

## **Identification and Early Intervention**

- The EYFS progress check at age 2, which consists of a short, written summary of a child's development when they are between 24 and 36 months and the EYFS profile, which summarises and describes a child's attainment at the end of the EYFS (ie at age 5)
- Key persons place great emphasis on working with parents and other professionals to ensure that they are fully informed and equipped to meet individual children's needs. Parents are encouraged to provide information about their child's likes, dislikes and starting points on entry to the nursery, although, the response to this is varied and greater effort should be taken to ensure this valuable information is gained for all children.
- The nursery works closely with other professionals, such as inclusion teachers, speech and language therapists, medical practitioners and local authority advisors to ensure that educational programmes are being specifically tailored for those children identified as having special educational needs and/or disabilities. As stated in our SEN policy.
- Children who require provision that is additional to and different from educational provision made generally for children of that age must have the provision recorded on an Individual Education Plan.
- Parent participation in the special education decision making process is vitally important. The most important way parents can ensure they are involved with the Individual Education Programme

### **What the setting provides**

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS and information from screening tools such as 'WellComm'. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journey and discuss progress and any concerns.

Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the room leader or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggests that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate 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 to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would 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 parental consent. Our Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting.

In our setting, we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). We use provision mapping to identify a range of ways in which children can be supported

You can see our provision mapping in setting.

## Teaching and Learning Part 1 – Practitioners and Practice

### 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 2-3 age phase, the prime areas remain significant but there is an emergence on the specific areas of development and learning

In the 3-4 age phase, the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase.

Practitioners differentiate the activities that they develop and the provision to meet the needs of the children. For some children, a greater level of differentiation is required because they have additional or special educational needs.

Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. In our setting Parent information boards also display information about elements of early learning development and how this can be supported at home.

There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

Specific individual needs are met as appropriate. E.g. For a child who is registered blind, her name card has a yellow background which highlights the words of her name. Augmentive communication strategies are used for children with communication difficulties e.g. photos of nursery routines to aid understanding, now and next boards, Makaton signs and PECS.

## Teaching and Learning Part 2 - Provision & Resources

### What the setting provides

The setting is exceptionally well resourced with items that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development.

We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

We use DAF funding, which is available for individual children who are in receipt of DLA, to provide additional resources and adaptations to the physical environment for children with physical and sensory needs or communication difficulties.

Each child is involved in a daily focussed group to ensure that each individual child's assessment for learning needs are met. Practitioners carefully plan to ensure that the groups challenge each child and enables them to flourish in their individual learning and development. Some of our focussed groups include, managing feelings and behaviour, sharing and friendships, numeracy, literacy, lip strengthening and colours and shapes.

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups.

Where 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 outside professionals to ensure resources are appropriate for the needs of the child.

We aim to enable all children in our setting to reach their full potential. Therefore, if any child is working at a level above their chronological age we seek to foster and develop their areas of strength by providing more challenging resources and activities and helping them to develop more advanced skills.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. For some children, it may be the case that at specific times of the nursery day they require additional support. As a setting, we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting, we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting.

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 our setting.

## Reviews

### What the setting provides

#### OFSTED say

- The regular observations and monitoring of children's progress and aspects of their development are shared with parents effectively. They are given opportunities to visit the setting and spend time observing their children at work and play whenever they wish and can see their child's achievement folder.
- The introduction of parental questionnaires has proved invaluable in understanding what parents want from this childcare service. The management team have demonstrated their ability to have the capacity to take this on successfully.
- Information in many forms is regularly shared so good relationships are fostered allowing

parents to be active partners in their child's learning. The staff welcome parents and carers to stay during sessions and to chat about their children.

- The management of the day-to-day provision ensures that the learning environment for all ages of children is both challenging and enjoyable. This is reflected in the good overall progress children are making.
- The setting provides a very secure and welcoming environment where all the staff have a good understanding of each child's individual needs, enabling them to support every child's all round care and learning most effectively. Parents are treated as partners extremely well so that they can support their children's learning at home and the good lines of communication that are fostered supports this approach well.
- This is an inclusive setting where the needs of all groups of children are valued and catered for extremely effectively.

This testimony was written by a higher level teaching assistant who has worked closely with several children in the setting;

“Practitioners take the children's interests as a starting point for developing activities to support and enhance their learning. This is the case for all children irrespective of their needs or background, though practitioners are sensitive to issues around equality and diversity. Through their observations practitioners are able to identify children's interests and needs. This information is used to plan and support the development and delivery of activities and the use of areas of provision, to encourage the children's development. Next steps are identified for each child which further enables future planning. At all times, the children's well being is considered, they are listened to, and practitioners are sensitive to individual children's stages and rates of progress and development. “

## Transitions

### What the setting provides

Before children start attending our settling we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the age phase room they will be joining.

We have a settling-in policy which is shared with parents when they register their child with us. The age phase leader or deputy manager will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave nursery to attend a different setting or move on to school. This is available to parents within our setting.

The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child!

## Staff Training

### What the setting provides

3 practitioners in our setting are qualified to level 3 and 1 at level 2. The Manager has recently completed the leadership and management level 5. The Deputy has a level 4 qualification. The SENCO is an experienced former SEN Inclusion Teacher and a Qualified Teacher of the Deaf.

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

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. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow.

We also make use of the local authorities Children First website to access information and e-learning modules such as CAF training.

## Further Information

For further information about how we can accommodate your child's needs contact the manager, Marie James 01524 859261. Parents can also request a meeting with our SENCO Kath Woodhouse, this is booked through Marie. Every child is allocated a Key Person when that start nursery and will be your daily first point of contact when your child arrives at nursery. If you are unhappy the manager will deal with any concerns you have. The setting has a complaints policy and procedure that we adhere to. Our open-door policy is available to all parents and we welcome any parent into the setting to discuss their child's needs. Regular contact with your child's key person and daily discussions enables two-way communication allowing us to inform you of how your child's needs have been met during their time in nursery.