



SEN and Disability

Local Offer: Lee Royd Nursery School
2019/2020

Setting Name and Address	Lee Royd Nursery School		Telephone Number	01254 231725
			Website Address	www.leeroydnursery.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 Nursery School, we have supported children with a range of special educational needs.	
	X			
What age range of children does the setting cater for?	Lee Royd Nursery School 2, 3 and 4 year olds.			
Name and contact details of your setting SENDCO	Mrs Karen Smith (01254 231725) Mrs Zara Wharton (01254 231725)			

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 SENDCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Mrs Karen Smith - Head teacher		
Contact telephone number	01254 231725	Email	head@lee-royd.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	http://www.leeroydnursery.co.uk		
Name	Mrs Karen Smith	Date	03/10/19

Please return the completed form by email to:

The Setting

What the setting provides

Lee Royd Nursery School is a maintained nursery school offering 24 two year old places and 110 part time places for children aged 3 and 4 years. We also offer 30 hours for the 3 and 4 year old children. Extended provision can be purchased to extend the children's day.

Lee Royd Nursery School has three classrooms and two large outdoor areas. One for the two year old children and one for children aged 3-4 years.

Staffing:

Head teacher: Mrs Karen Smith and SENCO

2 Qualified Teachers (1 Assistant SENCO- Mrs Z Wharton)

4 full-time teaching assistants (Qualified)

7 part-time teaching assistants (Qualified)

Qualified teachers lead and support teaching assistants to provide a high quality curriculum. The curriculum is carefully planned to work towards the Early Learning Goals within the Early Years Foundation Stage, building upon children's interest and needs to promote their all-round development and promote a positive attitude to learning.

Staff with additional responsibilities includes: 2 nominated safeguarding officers (Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) and two Special Educational Needs and Disability Co-ordinators (1 lead and 1 deputy)

Accessibility and Inclusion

What the setting provides

The Building:

The setting is located in a purpose built single story building. It is wheelchair accessible. We do not have accessible parking spaces; the nursery has no car parking facilities for staff or visitors.

There is one disabled toilet and an accessible changing area.

Policies and procedures are available in the office.

Classroom provision can be adapted to meet the needs of individual children with height adjustable tables in both classrooms. Communication signs and symbols are used in the nursery to support children's development with adaptations made when required.

The two classrooms are illuminated by lights and natural daylight.

The walls are painted white and the skirting is black/brown. The flooring is coloured vinyl and some areas have carpets or rugs.

With the exception of the accessible toilets, all the internal doors around the building are standard door size. The doors to rooms have viewing panes, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are signs which name the rooms

and toilets.

There is a parent information board in the main entrance area. These contain information about the setting, including some policies. The information board also contains information about activities and events in the local area. The information from other providers is only available in the format in which it is sent to us. However, we could provide nursery policies in large print if required. For families who require, we are able to make copies of policies available electronically.

We offer the following accessible information:

Admission policy (Lancashire County Council).

Single Equality Policy.

Dual language books.

Access to a dedicated Inclusion Teacher.

School website providing photographs and information.

Daily/weekly sharing of information with parents.

Termly meetings with parents regarding their child's learning.

The Classrooms:

All the rooms are illuminated with strip lighting and there are roller blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed and children's work displayed to stand out from the background.

The floors are vinyl or wood effect. Rugs and carpets are used in all the classrooms to make comfortable areas for play and relaxation. 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, if required.

Both classrooms have height adjustable tables of varying heights and sizes. The sand and water trays are also height adjustable. There is a low table for the computer and the interactive whiteboard is on a mobile trolley and can be adapted to meet individual children's needs. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised into areas of learning. Communication signs and symbols are used when required to support children's needs. Toys and resources are appropriate for children aged 3+ within Lee Royd 2+ in the two year old classroom.

The Outdoor Environment:

Our outdoor environment consists of the following surfaces: grass, artificial grass, soft surface, tarmac, resin mulch and play bark, scramble net, willow dome, mud kitchen and a large outdoor climbing frame with a canopy over to protect it from the weather conditions. All children have an all-in-one so they can access the outdoors in all weather conditions.

The outdoor area is set on uneven ground. The climbing frame is made of wood. We have a ramp leading up to the top outdoor play area.

The tarmac areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are uneven in the grounds. There are raised beds for planting and growing herbs and vegetables. Resources are available on a daily basis and are chosen and adapted to suit the needs of the children attending the Nursery School.

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our nursery school. Each child has their own learning log which includes annotated observations of them in nursery, observations and comments from parents tracking information about their progress across the areas of learning and development within the EYFS. The two year old check is carried out in the two year old room. More detailed information about learning logs 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 logs are available for the children to access themselves and also for parents to look at any time they would like. Although a child's teacher and key person is available to talk with parents at the beginning and end of sessions, we make arrangements for the teacher to meet with parents each term to look at the learning logs, discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth. 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 class teacher or Headteacher to make arrangements to be released from the classroom at a convenient time to meet with them.

From our ongoing assessments, information 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 Specialist 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 or you can see it by following this link www.leeroydnursery.co.uk

In our nursery school 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). You can see our provision mapping in setting or by following this link www.leeroydnursery.co.uk

We use provision mapping to identify ways in which children can be supported.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

Teaching and learning are at the heart of everything we do at Lee Royd Nursery School. We plan and deliver the Early Years Foundation Stage curriculum through a balance of adult led and child initiated activities. We offer warm and trusting relationships with qualified teachers and qualified teaching assistants to support children's learning. We work very hard to provide a warm and nurturing learning environment for all our children. Our SENDCO (Special Educational Needs and Disability Co-ordinator) is the Head teacher with a sound working knowledge of all the children in the nursery and is available to staff and parents for advice and support.

The classroom environment is attractive, stimulating, inviting and fully accessible. The areas of continuous provision are fully accessible, well-resourced and kept interesting through the use of enhancements. Children's progress and development are monitored through "On Entry" assessments; end of term assessments and through parent and key worker progress meetings. Our planning ensures that work is differentiated for specific children to ensure they have full access to the curriculum.

We ensure that all our children's needs are met through Provision Mapping (www.leeroydnursery.co.uk).

Once children are identified as having an additional need the SENDCO draws up a Targeted Learning Plan (TLP) along with the child's key worker. This is reviewed every half term and new targets are set as and when necessary. This process is supported by regular meetings with parents every half term. These meetings enable us all to work together to make plans to help the children make progress.

We consult with the children to express their views about their learning through talking and interaction. The majority of our information regarding children's views comes from close observations of their play and interactions. We tune in on children's specific interests and use these in our planning to develop their learning.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Lee Royd Nursery School have higher than usual staffing ratios so that the children can benefit from frequent, individual and small group work. This is how our additional educational needs money is used, if allocated.

We make use of our teacher and key worker system for specialised knowledge of the children, building on the close relationships that they form with the children in their groups.

We use planning meeting time to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach.

As the need arises we work with outside agencies such as Portage, Speech and Language Therapy, our Specialist Teacher, and Educational Psychologist. We can access support from the Children's and Family Wellbeing service and their linked services. We always endeavour to do the best we can for every family and child.

We differentiate for children in our planning so that all children can take part in the activities provided. We make reasonable adjustments where possible, focusing on solutions rather than problems. Parents are involved in reaching these solutions.

Parents are involved as partners in learning and are given ideas and offered home packs to help their children learn at home. Through our Open Door Policy we are available to help and listen to ideas and suggestions. We send a weekly curriculum outline home. We sometimes provide talks for parents on aspects of the Early Years Foundation Stage (EYFS).

Reviews

What the setting provides

Every child has a class teacher and key worker at Lee Royd Nursery School and within the two year old room a key worker who acts as the first point of contact for parents regarding their children's progress. Key workers actively encourage parents to share any information or concerns that they may have when dropping their children off or collecting them. The children's learning logs are stored in the classrooms so both children and parents can access them easily.

We believe that children learn best when they feel secure, so we place great importance on teachers and key workers forming good relationships with the parents and children in their class. Teachers and key workers develop sound knowledge about the children's abilities through observing, interacting and supporting their learning and development.

Every term we hold Parents' Meetings to discuss children's progress using 'Early Years Outcomes' in the EYFS Curriculum Guidance.

For children who have additional needs we host TAF (Team Around the Family) meetings and include support from other professionals. During the Summer Term we invite staff from a child's new Primary School to attend the TAF meetings.

When necessary we make use of the CAF form to support families.

We hold an initial meeting to write or review the All About Me for children who have Education Health and Care Plans and arrange regular review meetings with parents.

We have access to an Inclusion Teacher to help with reviews.

Transitions

What the setting provides

Before children start attending our nursery school, we encourage parents to bring their child to have a look around the nursery school. Parents are invited to a short parents evening shortly followed by an open session for new children and parents to visit, meet staff and play in their classroom, prior to the child starting nursery school. There is an Induction Procedure that can be adapted to meet children's individual needs.

Other transition documents and procedures include:

On Entry Assessment.

Individual provision maps

One page profiles

CAF's and TAF meetings

Targeted Learning Plans

Reports to parents

Reception Class teachers invited to visit prior to children leaving and invited to attend a TAF meeting.

Children attend their primary schools' induction sessions without losing their attendance mark.

Annual report to school.

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

Within our nursery school we have qualified teachers (Qualified Teacher Status, QTS). All teaching assistants are qualified to level 3 equivalent or above. We have a regular programme of supervision and appraisals for all staff. We value opportunities to support their further professional development and they are encouraged to seek this and are provided with opportunities for this.

Within our nursery school, we have staff who have completed the following training courses:

Paediatric First Aid

Managing behaviour in early years settings

Designated Senior Lead/ Back up Designated Senior Lead for Child Protection

Safeguarding and Child Protection

Prevent Training

Supervision and Wellbeing

As a nursery school, we also seek to support all staff to further develop their knowledge and understanding of a range of additional and special educational needs. Staff have access to a wide library of resources and books.

Further Information

What the setting provides

As a nursery school, we seek to extend children's learning experiences through a variety of other professionals who visit nursery to share their expertise with the children. For example musicians, wildlife experts (hedgehogs, owls and mini-beasts).

Parents can talk to their child's class teacher or Head teacher if they have any concerns. We are required to have a procedure for dealing with complaints. This is available to parents within the nursery school.

Should you require any further information please contact the school on 01254 231725 or by email: head@lee-royd.lancs.sch.uk

LEE ROYD NURSERY SCHOOL

Inclusion and Special Educational Needs Provision Map

Lee Royd Nursery School makes effective provision for children with special educational needs using the following:

Wave One:

(Whole school intervention – inclusive quality-first teaching for all)

Initial parents' meetings and open day before children start in September.

Close home/school liaison.

- Regular observations.
- On Entry assessments/ongoing/summative.
- Differentiated resources/continuous provision.
- Practitioners support play and social development.
- Differentiated focused learning plans.
- Eye-level communication from adult to child.
- School behaviour expectations.
- Reward systems promoting positive behaviour.
- Clear policies in place.
- Teacher/SENCO to support group work.

Wave Two:

(Additional interventions to enable children to work at Typical Level of Development or above)

- Daily support based around regular nursery activities.
- (1-1, small group, whole class TA/Teacher).
- Withdrawing groups to raise attainment (e.g. social skills, speech & language).
- Following Speech and Language Therapy (SALT) programmes (TA/Teacher).
- Individual behaviour reward charts (School/home).
- Monitoring by HT/SENCO.

Wave Three

(Additional highly personalised interventions)

- Individual TLP (Teacher/SENCO).
- Withdrawal for group/individual work (TA/Teacher).
- In class support/TLP delivery (All staff).
- Additional teacher support.
- Following programmes by OT/Physiotherapist etc.
- Individual arrangements for transition (SENCO/Head).

The impact of provision mapping can be measured by the successful pupil outcomes:

Pupil Outcomes:

- Whole school and consistent approach-All teachers/TAs take responsibility for SEN.
- Multi-agency approach where appropriate, to seek the correct expertise to ensure pupils' needs are fully met.
- Planned programmes to develop children's individual and identified needs.
- Pupil progress is monitored and reviewed via TLPs and class planning/assessment.
- Enables children to be fully supported in their learning.
- Pupils show "value added" in their progress from their starting point.
- All pupils fully accessing the curriculum.
- Develops pupil confidence and self-esteem.