



SEN and Disability

Local Offer: Early Years Settings

The Setting

Moorland Nursery is a large setting, located close to the centre of Clitheroe. We look after children from aged 3 months up to 4 years old. The setting comprises of three departments;

- 0-2's (3 x 0-2's Rooms)
- 2-3's (2 x 2-3's Rooms)
- Pre-School (2 x Rooms; Pre-School & School Ready)

Our key staff onsite are:

- Hayley Mossdrop (Manager & DSL)
- Ellis Lord (Deputy Manager & PICO)
- Daisy Moore (SENCO & School Ready Supervisor)
- Rebeca Walker (Third In Charge & Room Supervisor)
- Sharon Hodgkinson (Supervisor)
- Sophia Tariq (Supervisor)
- Allyssa Anderton (Supervisor, Trainee SENCO)
- Beth Richardson (Supervisor & SENCO)
- Georgia Gray (Supervisor)
- Leah Redmayne (DSL)

Accessibility and Inclusion

- The accessibility to Moorland Nursery is good as everything is on ground floor level everyone is able to comfortably gain access to each department. At our 2-3's department, we have two steps to enter the room, however, a fixed ramp is available for those in use of a wheelchair.
- All entrances have wide access doors.
- There is a large on-site car park with plenty of room for parents to park, whilst dropping off or collecting their child. Parents who require help to and from the car park at drop off and collections can phone ahead to advise of their arrival and staff can assist where needed.
- We have a disabled access toilet located in our Pre-School department.
- We have parent display boards that have copies of some policy and procedures, staff pictures and lots of other information for parents to read.
- We have a Safeguarding and SENCO board with all information for parents in each department
- We communicate with all of our parents via regular emails, newsletters and face to face to ensure they are kept informed and part of any decision making that relates to their child's progress and /or care.
- Parents will be able to see their child's work displayed around the nursery and at all levels, as we believe that it is important for children to be able to touch their work and to be able to proudly show off their work to their parents/carers at any time.
- We understand our nursery environment and what it hopes to offer the children in our care.
- We invite all prospective parents to initially discuss their child's specific SEN requirements with us, so that we can understand a child's needs, that will help identify if our environment provides the necessary support to allow a child to flourish.
- We place the welfare of children at the heart of everything that we do, therefore we communicate openly from the outset with parents about our nursery and will also speak frankly if we identify aspects of our nursery that a child may find difficult or challenging, e.g., our nursery is purposefully open plan to provide accessibility to those with physical disabilities, however for some children with sensory needs, our environment can be far too overwhelming and noisy; due to its size and capacity, and this doesn't lend itself as an ideal environment for those with specific sensory sensitivities.
- We provide settling in sessions to all prospective families and where SEN is identified, we use the opportunity to assess a child's needs against our environment to confirm if our nursery comfortably meets the welfare needs of a child. Where it is clear that a child would not function well within our nursery setting, we would discuss the reasons why with parents and help support them look for an alternative setting that better meets their child's needs.
- All areas of the nursery are well resourced with equipment and toys at child height.

Identification and Early Intervention

- Parents are able to approach staff / key person at any time if they have any concerns about their child's development.
- On starting the setting, every child is given a key person and their parents are informed of their name and their role as key person. Similarly, when a child transitions to a new room, parents are notified of their child's new Key Worker.
- Parents are also made aware who the Designated Safeguarding Lead and SEND officers are in the setting, this information can also be found on the nursery notice board in each department.
- Staff are fully confident in completing children's 2-year checks.
- If a staff member has concerns about a child's development, they seek support from the nursery SEND officer. The SEND officer will undertake observations and identify if the child is falling behind.
- Once a child is identified as needing extra support, the SENDCO will follow the SEND Policy and speak to the parents, plans will be drawn up and parents involved at all times, if progress is not being made, the SEND will speak to the parents about the next steps to take.
- Once this has been discussed and agreed with the parents, the SEND will fill out a 'Request for Involvement form', which is submitted to the LA; in order to gain their support.
- Key person will continue with the child's plan and will wait for the Inclusion Teacher to become involved. Further assessment will then be done, and if needed, other professionals can be referred to for support e.g., speech and Language therapist, physiotherapists etc.
- Parents will always be involved at all stages and consent obtained to make any referrals.
- All children are WellComm assessed from age 2 upwards, and where identified, interventions are put in place.

Teaching and Learning Part 1 – Practitioners and Practice

- The teaching and learning are supported through the children's individual interests: using child-led and adult-guided activities, as well as topic work and following the nursery's core values and aims, to cover the 7 areas of learning (EYFS)
- The nursery has all the areas of provision available for children to access, and enhancements are provided to support a child's development and learning on a daily basis.
- Children's progress and development is monitored by their key person on a continual basis and by the nursery manager. All children with our 2-3's Rooms will also have the 2-year development check, and will involve the parents at all times in their child's progress.
- Each child will be allocated with a key person before starting the nursery. It is usually decided on who the child bonds with on their settling in sessions.

- The role of the key person is to assist the child with settling into the nursery and to closely monitor the child's progress and learning. The key person will be a point of contact between home and the nursery, and to build relationships with the child and parents.
- For children with additional needs, the key person, room supervisor and SEND co-ordinator will have regular meetings and will communicate and support one another with activities, plans etc.
- We have some children in the setting who are on a wave 2 and wave 3 on the provision mapping and the staff/key person will tailor targeted learning plans (TLP) to meet children needs and ensure that extra resource enhancements are available to help them progress to the next level.
- We provide parents with home link sheets to enable them to continue with their child's interest and for them to participate with feedback on what activities are beneficial to them at home as well as the nursery.
- If there are events that can be accessed by parents and their child, the key person or manager will email the parents informing of the events that would benefit their child. We also give leaflets, newsletters and flyers to parents of upcoming events in the community.
- Children are able to express their views during circle time, and through activities with their key person.
- Staff will involve the children in: their next steps, during circle time and through observations especially photographs and videos, as children are able to recall the activities and are able to give their views.

Teaching and Learning Part 2 - Provision & Resources

- The staff at the setting are experienced and use all resource available to them to meet the needs of individual children.
- If resources or additional staffing is needed to support the development of individual children with additional needs, the nursery will make enquires and see if funding is available to purchase the required resources and / or to support additional staffing.
- Staff have excellent relationships with working with other professionals.
- All activities in the setting are adjusted and tailored to meet every child's individual need so every child is inclusive.
- External trips do take place regularly and the team would risk assess in advance any planned excursion to understand the environment to be visited as well as the needs of children e.g., if medication is required to be taken, specific transport and any other needs. Parents would be contacted to share information and ideas of potential trips to gain their views and suggestions.

Transitions

- New children and parents joining the setting are given an 'all about me booklet', as this gives the staff in the room an idea of the child's interests and motivation. Settling in sessions are booked in with the parent. The first visit is with the parent and they will complete a questionnaire of the child's likes, interests and other information e.g., sleep patterns, then further sessions will be arranged between the parents and key person.
- If the child has been to a previous setting, we will ask the parent for the child's learning journal to enable their key person to see where their learning and development is at.
- If children have additional needs for e.g., Peg feeding we will contact the community nurse with the parents' permission to arrange training of staff before the child starts the setting.
- If children require additional support or equipment, the SEND will contact the relevant professionals in advance in order to request support and training in using the equipment, before the child is due to start.
- Children transferring to a new setting, the key person will contact the nursery or school, to arrange new key person / teacher to come and visit the child. The child's key person will complete a transition report that will be given to the child's parents, and to their new setting.
- For children who have additional needs, copies of play plans, target review etc., will be given to the parents for them to give to the new setting, so their new key person will have an understanding of where their child is up to.

Reviews

- Parents are provided with information on a daily basis, verbally or through their individual daily sheets, about their child's progress and information about what they've achieved through the day.
- Parents are able to play a big part of their child's development, as they can access Tapestry online and see what their child has been doing and to make comments on the observations; as well as adding their own observations, which is encouraged.
- Staff at Moorland Nursery follow every child's development through observations to ensure that they are progressing in their learning and development. The management team also review data from a child's online journal to track it against expected development.

Staff Training

- Director holds Level 6 Degree with BA Hons.
- Nursery Manager is Level 3 qualified
- SENDCO has SEN qualification and trainee SENDCO is working on theirs.
- All staff have basic Special Educational Needs Training

Further Information

- Moorland Nursery has an open-door policy. Staff are also available to speak to parents when dropping and collecting their child from nursery.
- If parents wish to speak to their child's key person, we will make arrangements for the key person to be available to have a discussion at the parents convenience.
- Parents are informed on starting the setting that they can call, email or put messages on Tapestry pass messages onto their child's key person.
- Parents can be provided with copies of the settings policy and procedures upon request.
- Parents are informed of who the management team are, and who they can talk to if they ever need to discuss their child's needs or if they have any concerns or complaints.
- For further information please call Hayley Moss crop (Nursery Manager) On 01200 444833.