SEN and Disability
Local Offer: Early Years Settings
Name of Setting: Heyhouses C of E Nursery School
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-HEYHOUSESNURSERY

<table>
<thead>
<tr>
<th>Setting Name and Address</th>
<th>Telephone Number</th>
<th>Website Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heyhouses Nursery Scout HQ</td>
<td>01253 640110</td>
<td></td>
</tr>
<tr>
<td>Heyhouses Lane St. Annes</td>
<td></td>
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<tr>
<th>Does the settings specialise in meeting the needs of children with a particular type of SEN?</th>
<th>No</th>
<th>Yes</th>
<th>If yes, please give details:</th>
</tr>
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<tr>
<th>What age range of pupils does the setting cater for?</th>
<th>2-4 years</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name and contact details of your setting SENCO</th>
<th>Mrs Joanne Kaced Teacher/ Manager 01253 640110</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mrs Julie Ward SENCO 01253 640110</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:senco.heyhouses@btconnect.com">senco.heyhouses@btconnect.com</a></td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Name of Person/Job Title</th>
<th>Mrs Julie Ward Deputy Manager &amp; SENCO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact telephone number</td>
<td>01253 640110</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:senco.heyhouses@btconnect.com">senco.heyhouses@btconnect.com</a></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Please give the URL for the direct link to your Local Offer</th>
<th><a href="http://www.heyhouses.lancs.sch.uk/index.php?category_id=859">www.heyhouses.lancs.sch.uk/index.php?category_id=859</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Julie Ward</td>
</tr>
<tr>
<td>Date</td>
<td>27.6.14</td>
</tr>
</tbody>
</table>

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:

Heyhouses nursery is a registered provider of childcare on non domestic premises on the early years register. The compulsory part of the childcare Register and the voluntary part of the childcare register at Heyhouses C of E nursery School, Scout Association, Heyhouses Lane, Lytham St. Annes FY8 3. (These are temporary premises during a new build)

We currently have 60 children aged 3-4 and 3 children aged 2 on role and 49 children are in receipt of funding. Opening hours are from Monday to Friday from 08.00 hours to 17.30 during term time only, offering sessional and full day care in the nursery.

The Manager Mrs Kaced is a qualified teacher who works three days in nursery and two days in reception class, she also is safeguarding officer and PICO, (parent inclusion co ordinator) There are two deputy managers Miss Kelly and Mrs Ward. Mrs Ward is also the special educational needs co ordinator and safe guarding officer. Mrs Mason is the settings ENCO,(equality inclusion co ordinator)

The setting has been awarded the Lancashire step into quality assurance scheme and is now working towards the full Lancashire quality award. The current core team of practitioners has been consistent for 10 years and we have had no difficulty in recruiting and retaining staff. Volunteers have enhanced CRB clearance. Parents are invited and welcomed into the setting to share their skills and help with gardening, reading stories, cooking and woodwork etc.

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:

Due to building work Heyhouses C of E Nursery is based temporarily at The Scout Headquarters on Heyhouses Lane in Lytham St Annes (We are due to move into a new build nursery in September 2014, this will be situated adjacent to the reception unit in the grounds of the newly built junior school). It is situated on the ground floor of a two storey building, with its own enclosed outdoor play area, with access to front and rear exits.

Facilities comprise of the entrance foyer, kitchen, office, toilets and a main hall. There is accessible parking spaces at the front of the building, and a door bell at the main entrance which is linked to the main room. There is one accessible toilet with a shower and area for changing.

There are parent information boards in the entrance area and these contain information about up coming events, nursery news, children's centre news and celebrations. Access to a variety of format and language is available to us if families require it.

We have had children through the nursery with English as an additional language and work hard to support those children whilst valuing their first home language. We recently had a family from Germany whose three children attended nursery and then moved onto the infant school, successfully speaking English whilst still having their first language valued. Mum came into nursery at Christmas to share their traditions with the nursery children and baked spice biscuits. We currently have two Dutch children attending nursery.

The main nursery is one large room with lots of natural light, the floor is vinyl and the areas are divided up into the café area, ICT, construction, small world, quiet book area, writing area, home corner, water and sand area and creative and workshop. The furniture is free standing and can be moved if necessary to make any adjustments to include all the children. At lunch times and snack times the children eat in the café area at low wooden tables and sit on low wooden chairs. The tables can be put together or left apart as needed. The tables are also height adjustable to accommodate a wheelchair.

Activities are planned from the children's interests, the sand and water tray is height adjustable, all resources are accessible for independent learning and are clearly labelled with print and photographs. Toys and resources are age appropriate and the areas are enhanced with a variety of resources depending on the child's needs and interests. Activities are differentiated according to the needs of our children.

The new purpose built nursery will have the same areas and furniture that we currently have, however we will have a sensory room which can accommodate up to ten children, it will have specialist lighting and resources to suit individual needs. We will have an accessible toilet with a specialist changing unit. The nursery has been carefully planned with sensitive lighting and sound limitation for the inclusion of every child.

Nursery had the privilege of working with a child with cochlear implants and along with the inclusion teacher for the deaf we worked with the parents to get specialist equipment to enhance and offer the best opportunities for this child to learn to communicate in her first language which was sign, and to develop her second language speech. This child made the transition to school with both languages.

Nursery has a free flow policy which allows children to access the outdoors at free play times. This enables those children who are active and learn best when outside to reach their full potential. This is something we strongly believe and will continue in our new building.
The garden area is fenced and has a grassed area which has an uneven surface, and a paved area for bikes and scooters, we also have access to the forest. We provide sand and water outside and this can be at floor level or at a higher level if needed. Access to natural open ended resources is always available.

We have a range of sensory balls and toys and we adapt the resources that we take outside on a daily basis to suit the needs of the children. The new build will have a large outdoor area which will house a large wooden sandpit with an overhead cover, a look out tower with four steps to access it a ramp is currently being developed for this equipment. A water pump and a garden area for growing vegetables and flowers, this will have low beds and raised beds for accessibility.

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 parent/parents be involved?
What the setting provides:

Children’s progress is closely monitored by all staff in our setting and shared with parents regularly by the child’s key person. Each child has a learning journey which includes annotated observations as well as comments from parents and family. Tracking is completed about their progress across the areas of learning and development within the EYFS. An open evening is available for parents to attend prior to their child starting nursery to ensure parents understand the EYFS and what it means for their child and how their child’s progress is monitored.

Children’s learning journeys are available for the children to access themselves and also for parents to look at. Although a child’s key person is available to speak to at drop off and collection, we also make arrangements to meet with the key person through the year and attend open evenings to discuss their child’s progress or any concerns. Staff arrange home visits when a child first starts nursery, this enables information to be shared between the family and key person and is an opportunity to ask questions and begin to build up firm foundations with child and family.

When a child is not developing or a concern has been raised the parents will meet with the key person and strategies will be put in place and a Targeted Learning Plan which will usually have targets that are measurable and achievable for the child. These targets will be evaluated and reviewed by parents, key person and the SENCO. If it is felt necessary we would discuss involving outside agencies i.e. speech therapist. This would be with parents consent. If progress is still not being made we would make a request for guidance, this would be a visit to the setting by the local inclusion teacher who would talk to the staff and undertake an observation of the child, after which a meeting with the parents to discuss next steps. This will 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 a graduated response. Our SEN policy is available in the setting.

In our setting we use provision mapping to identify ways in which to support all our children, wave one is what we provide for all children, wave 2 looks at where some children may need a little extra input in a specific area, and wave 3 is when a child requires more specialist intervention.
### 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 to plan provision and activities for the children. We have continuous provision which is enhanced by the practitioners after observing and following the children’s individual interests and patterns of learning. Activities are adapted to suit the needs of all the children, some children require a greater level of differentiation because of their additional or special educational needs. All the practitioners are sensitive and aware of the different needs of all the children and plan for this accordingly.

All children have a key person who liaises with the family and together share information, a home visit is offered prior to starting nursery to help to build this relationship before the child begins nursery, this is an important time to discuss any concerns or share information regarding the child’s needs. We have open evenings, parents meetings and staff are available on a daily basis if there is a need to discuss any issue. We hold parent workshops regarding a child’s learning and development and this introduces parents to the EYFS.

Parents receive newsletters weekly and termly to inform them what is and has been happening in nursery. The children plan with the practitioners in their group “big book planner” they share ideas and talk about what they would like to do next, this is sometimes after inspiration from a story or something from home or something they’ve seen outside i.e a minibeast in the garden!

The children also share with home and nursery a “see, hear and know book” this is to put photographs in or write about what they did at weekend, to share with their key person at group time. It can also help to plan next steps in nursery for that child.
### 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:

The resources in the setting are clearly labelled and are age appropriate, we use provision mapping to help to identify the need to provide different resources or equipment or provide an extra adult if a child requires this to help their progress and development. If a child requires access to resources that are significantly different to the ones available we have access to the children's centre and local specialist school to share resources. However the nursery is resourced well with a wide range of tools and equipment. The SENCO has visited the local specialist school and worked along side them when planning a sensory room for the children.

We have access to a variety of posters and labels in different languages and we promote diversity through positive images around the nursery, and activities that reflect this ethos.

As a setting, when required we work with outside agencies to support children who need may need this.

For some children it may be the case that at specific times of the day they require additional support, as a setting we are flexible in our approach and we would make reasonable adjustments to provide this. If it became apparent through time that more support was needed we would invite the inclusion teacher in for guidance.

On visits and outings we undertake risk assessments and ensure that the places we visit are accessible for our children, parents are always consulted and included where appropriate. We encourage and welcome parents help on outings and trips and make adjustments to include all children.
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/carers have opportunity to speak to staff on a daily basis, or can take their child's learning journey home to look at their tracking and progress.
Practitioners monitor children's progress against the Early learning outcomes and track development.
Workshops are held in nursery to give parents information and knowledge so they can understand how their children are assessed.
A see, hear and know book is shared between setting and nursery, key staff are available at transition times to pass on information to parents.
Through the individual plans we have for a child, information and input from parents is valued and used to inform planning and their child's next steps.

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 a child starts nursery we offer a home visit by the key person and another member of staff, this allows practitioners and family to share information and see the child in their own environment. Play visits are then encouraged so the child becomes familiar with the setting and the practitioners. This also gives the opportunity to observe the child to see if we need to make any adjustments prior to them starting.

The admission forms will provide us with information regarding diet, culture and medical needs, where necessary a care plan will be put in place for any long term medical needs, this will then be signed by the child’s GP before being kept in nursery and shared with the staff team.

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 how their child is settling.

When a child is ready to move on to school we have a comprehensive transition policy. We have visits to the setting by the school reception teachers, we visit the school with the children, the children and parents are invited to different events to help to familiarise the children. Practitioners prepare photograph books of the school and staff to discuss with the children and in nursery we set up a school role play area complete with uniform from the relevant schools for children to dress up in.

Transition meetings are planned for any child who is on the special needs register, this enables school to plan the environment and ensure they have the staff needed to support the child when they move to school. It also gives parents, teachers, other outside agencies and nursery practitioners to share their information.

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 staff team is led by the manager who is an Early Years Teacher (Bed Hons) and EYP level 6 with 19 years teaching experience. There are 9 qualified nursery nurses, 4 are level 6, one is level 5 and 6 are level 3 and we also have one qualified nursery assistant with level 2 and one unqualified nursery assistant. In addition there is a designated business manager who takes full responsibility for all
administrative duties. The setting provides a higher ratio of practitioners to children 6:32 children to ensure the setting runs smoothly at all times. This enables practitioners to attend training to keep up to date with current practice.

Ninety per cent of practitioners have Early Years Paediatric First Aid qualifications. All practitioners are aware of food Hygiene regulations advice, support and training is gained from the local authority. We take account of cultural needs and special diets for some of our children and follow these through our care plans and pre admission forms.

The SENCO has undertaken various training in Speech and Language Development and Delay, Children on the Autistic Spectrum, Behaviour Management and children with ADHD, introduction to Makaton sign language.

Five members of the team are nominated safeguarding officers and all staff have child protection Level 1.

The staff team continue to train and attend relevant courses to keep up to date with current practice. Where there is a need for specialist training to support a child this would be undertaken, or a specialist from a service would come into the setting to train staff.

As a setting we seek to support practitioners to further develop their knowledge and understanding in a range of additional and special educational needs. Staff have undertaken on line safeguarding and CAF and CON training.
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:

Heyhouses has an open door policy.

Further information:
Mrs Brown- Nursery Business Manager 01253 640110, denise.heyhouses@btconnect.com
Mrs Kaced – Nursery Manager & Pico 01253 640110
Miss Kelly –Deputy Manager 01253 640110
Mrs Ward – Deputy Manager senco.heyhouses@btconnect.com
Mrs Mason - Enco 01253 640110

As a setting we have a procedure for dealing with complaints. This is available to parents within the nursery.
If the key person is unable to resolve any matter arising, an appointment can be made with the nursery manager.
An appointment with the trustees can be made if a resolution to a complaint is not resolved satisfactorily
Nursery has a list of local telephone numbers regarding children’s centres, health centres and local group’s, this is available in nursery foyer.
We always welcome time to talk with parents regarding their child's education and care in nursery, this enables us to meet everyone’s needs.