



SEN and Disability Local Offer: Early Years Settings

Name of Setting: **St Catherine's Independent Nursery**



Setting Name and Address	St Catherine's Independent Nursery, Moss Lane, Leyland, PR25 4SJ		Telephone Number	01772 456304		
			Website Address	www.stcatherinesnursery.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:			
		Yes	All staff are experienced in working with children with speech and language difficulties.			
What age range of pupils does the setting cater for?	2–5-year-olds					
Name and contact details of your setting SENCO	Emma Rawlinson – 01772 456304 Email – info@stcatherinesnursery.co.uk					

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).

Name of Person/Job Title	Helen Brockliss Nursery Manager		
Contact telephone number.	01772 456304	Email	info@stcatherinesnursery.co.uk

Link to the local authority's local offer: www.lancashire.gov.uk/SEND.

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 (SEND) to achieve their full potential. If you have any examples of good practice or success stories, we 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.

Please give the URL for the direct link to your Local Offer	www.stcatherinesnursery.co.uk		
Name	Helen Brockliss	Date	21/03/2022

Please return the completed form by email to:

SEND.south@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

St Catherine's Independent Nursery is a full day care facility, which caters for pre-school children aged two to five years.

The nursery operates between the hours of 8am to 6pm, Monday to Friday, and can have a maximum of 40 children in any one day.

The Staff Team:

Helen Brockliss, Nursery Manager, Behaviour Manager.

Jane Handyside, Acting Deputy Manager, Early Years Practitioner, Equality Named Coordinator (ENCO).

Emma Rawlinson, SENCO

Louise Leonard, Early Years Practitioner, Parental Involvement Coordinator (PICO).

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:

The setting is single storey and has two open plan rooms, suitable for wheelchair access.

There are access ramps with handrails to the front and rear entrances of the building and both doors to these entrances are wide enough for wheelchair access. The setting has disabled toilet facilities, which include an electric high-rise changing table and hoist.

Policies and procedures are available to parents through our website. We include a 'policy of the month'

within our nursery newsletter. Parents are made aware that they can request to see our policies and procedures at any time.

If you are a parent/carer whose first language is not English, you can nominate a representative who speaks English. We will welcome translators into meetings.

A visual timetable is on display at child level.

All resources are accessible to children, contained in low level storage units, and are all labelled with pictures and words.

The nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities.

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 a parent/parents be involved?

What the setting provides

At St Catherine's Nursery we carry out ongoing observational assessments of all children in our care. These are linked to the Early Years Foundation Stage (EYFS) Development Matters ages and stages of development, which, along with our knowledge of child development, can help us identify individual needs of the children. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs.

We operate a Keyperson system at St Catherine's Independent Nursery, with each child having a Keyperson and a significant other. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development, you can ask for time to discuss this in private with them and plan together to support your child's learning and development.

If your child's keyperson has identified a possible individual need, they will discuss their observations with the setting SENCO, Emma Rawlinson, and the setting Manager Helen Brockliss, who will work alongside parents to assess the child's strengths and plan to meet the child's individual needs.

All children complete a WELLCOMM assessment within six weeks of their start date. This highlights if the child is meeting expected age and stages of development.

All children complete a tracking assessment on the early talk boost after they turn 3 years old. The tracking covers attention and listening, language – understanding and speaking and communication - PSE skills. This is an intervention designed by speech and language specialists to help with communication and interaction, attention and listening, learning new vocabulary, and to extend and expand language to help to build sentences. Again, this highlights any gaps in the age and stage of development expectations. This group is aimed at children that are working towards age expectations. We, however, give Each child the opportunity to participate in the nine-week group to enhance their communication and interaction.

Our trained SENCO can offer advice and support to the keyperson and early years practitioners and works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery and ensure that appropriate records are kept according to the Special Educational Needs and Disabilities (SEND) Code of Practice.

Provision mapping covers all areas of the curriculum and is used as a tool to identify and support individual needs. The setting adopts the three-wave model and the practice of our setting with regard to identification, assessment, and review of children with SEND is described through the three waves:

Keyperson input via providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children attending a nursery should be receiving this as a part of excellent early years practice when needed. (Wave 1 Intervention).

Specific targeted work which supports some children to help them to 'catch up' with their typically developing peers. (Wave 2 Intervention)

If your child has been identified by yourself/key person/SENCO/ as needing more specialist input instead of or in addition to excellent setting practice and intervention groups, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the nursery to refer your child to a specialist professional e.g., a Speech and Language Therapist, Specialist Inclusion Teacher or Educational Psychologist. This will help the setting and your self have a greater understanding of your child's particular needs and improve their support in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include making changes to the way your child is supported in the setting, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional, for example a social skills group, a group or individual work with an outside professional (Wave 3 Intervention).

For Children, whose learning needs are severe, complex, and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.

A Targeted Learning Plan (TLP) will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child are aware of the child's needs and how to support them. TLPs will be reviewed regularly (every half term) and we will hold review meetings with parents at this time.

Parents are consulted at all stages of the decision-making process to meeting a child's individual needs.

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

Below is a brief outline of the Early Years Foundation Stage (EYFS) Framework. The EYFS is divided into four distinct but complementary themes, which guide the work of all practitioners.

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important.

The EYFS aims to provide:

- quality and consistency in all early year's settings
- a secure foundation for all children for good progress through school and life
- partnerships between different practitioners
- partnerships between parents or carers and practitioners
- equality of opportunity for all children

The EYFS clearly states 'Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice. Maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator and other providers (in group provision) are expected to identify a SENCO.'

We promote the EYFS to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We acknowledge parents as primary educators and encourage parental involvement, and we build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home. We will work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.

Areas of provision indoors and outdoors consist of; role play, book/story sharing area, construction, small world, music, technology, mark-making, sand, and water areas, and malleable. These areas are enhanced with resources that reflect children's current or predictable interests.

At St Catherine's Independent Nursery, we have a strong keyperson approach in operation. Children are allocated a key person on entry to nursery. For families returning to nursery with a younger sibling we endeavour to allocate the same key person to the family to provide continuity of care.

The key person's role includes:

- Explaining their role to new parents.
- To support families with children with SEND, and helping them understand the process of referrals etc, and sometimes being required to be the lead professional on a CAF.
- Ensuring that parent's views and opinions are valued, respected, and implemented.
- Ensuring that individual children's views and opinions are valued, respected, and implemented.
- To respond sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to the setting, and supporting the child's well-being.
- Celebrate children's individual achievements through displaying their work on their key person board and collating their learning experiences into their learning journey.
- To value each child and their family regardless of their individual differences, and to ensure this is reflected in the way they work.
- To ensure that children's records are kept confidential.

Information on the key person's role is also referred to in sections 'Identification and Early Intervention', 'Transitions' and 'Further information'.

A baseline assessment is completed by parents before their child starts the setting. During the child's first three weeks at the setting their key person will observe, assess, and plan for the child's individual learning needs which will be recorded in their own unique Learning Journey. The child's key person and their parent will meet after the three-week period to discuss the child's progress, and together identify next steps for learning at home and nursery.

At the end of each term, we hold a parent's evening which allows parents/carers to discuss their child's individual care and learning needs with their child's key person, and again it is an opportunity to identify next steps for learning at home and at nursery.

Practitioners consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Through tracking the learning and development of each individual child, their needs can then be easily identified, and the appropriate resources and activities can be provided. If specialist equipment is required, the setting will endeavour to procure them.

If your child's key person has identified a possible individual need, observations and assessments will be discussed with the SENCO. Our SENCO will offer support and advice to your child's key person and other staff in the setting. The SENCO and key person will discuss these observations with you and with your permission will follow the graduated response as already outlined in the 'Identification and Early Intervention Section'. Targets will be set on a Targeted Learning Plan to

support the learning and development of your child after consulting with you and will include how you can support your child at home.

Each session a practitioner will work with your child to support them in reaching their individual targets.

We have links with our local Children's Centre and can sign post you to support which is available through the centre, for example drop in speech and language sessions and training available.

Children are able to express their views through.

- Drawing themselves or things that they like to do.
- Taking photographs of their favourite places, activities, and people in the setting.
- Asking the child and recording what they say about things they find hard or that make them feel sad or worried and help that they would like.
- Observing and taking photographs of the child engaged in activities and talking together about these, reflecting on what they have done, achieved, and enjoyed.
- Talking to parents/carers and others working with the child.
- Role play.
- Making a video of the child; or making a recording of the child talking or singing a favourite rhyme.

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?

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required in accordance with the graduated response as outlined in the 'Identification and Early Intervention' section.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting. On-going partnership working with parents by the setting and the SENCO, and the SEND Specialist Teaching Services (STS) or other professionals involved with the child/family will also support the decision-making process linked to planned targets on the TLP.

Inclusion funding – fund A can be applied for to provide additional resources or to adapt existing resources to support the child as appropriate. Extra support will be put in place if necessary, with the aim of enabling the child to become independent within the environment

Additional Inclusion funding – fund B can be applied for to support the child being included in the setting if they are identified as having a special educational need. The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. You will be consulted throughout every stage of the process.

All resources/training and support are reviewed regularly, and changes made as needed.

Below is a list of training that staff have undertaken:

All staff have accessed child development training and have extensive experience of working with children within the Early Years age range. The child / family can access several services available in the locality linked to the child's identified needs. These would be primarily through the health care service and include:

Child Development Centre, physiotherapist, occupational therapist, speech and language therapist, portage worker, Specialist Inclusion Teacher. The setting has good links with the local Children's Centre and staff sign post parents to support available.

All activities outside the setting will be planned around all children's individual needs and abilities. Risk assessments are carried out beforehand to ensure it is accessible for all to access. Policies are shared with parents on admission to reassure them that we are inclusive.

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

- Observational assessments along with assessment systems such as the 2-year-old progress check are all linked to the EYFS ages and stages of development and are used to monitor your child's learning and development.
- A base-line meeting is arranged with parents and their child's keyperson within the first few weeks of their start date to discuss how the child has settled at nursery and the next steps for moving their learning and development forward.
- On a termly basis we hold a parent's evening which allows parents/carers to come and talk with their child's key person to discuss their child's progress.
- You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing progress towards these targets.
- There are daily opportunities when you are welcome to tell us of your child's progress and give opportunities for two-way communication between us. Telephone calls can be used if parents work and are unable to bring/collect child from nursery.
- We provide monthly Newsletters, and we have a Parent app to keep you up to date with what is happening at nursery.
- You can view your child's electronic learning journey at any time, to view observations, photographs, and videos. In addition, staff provide next steps for home so you can add comments about your child's progress.
- We value parents/carers involved with the nursery. We have a rota when parents/carers can come into the setting to see their child in the play environment and see how their child is developing in the setting.
- You are welcome to become involved in fundraising for the nursery.
- Every key person has a work email to enable parents to contact them at any time.

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)

We aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of each child and their families.

The nursery staff will work in partnership with parents to settle their child into the nursery environment by:

- Encouraging the parents and children to visit the nursery during the weeks before an admission is planned and planning settling in visits and introductory sessions (lasting approximately 1-2 hours). These will be provided free of charge over a one- or three-week period dependent on individual needs, age, and stage of development.
- Allocating a key person to each child and his/her family before he/she starts to attend. The key person welcomes and looks after the child ensuring that their care is tailored to meet their individual needs. The key person offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period, and throughout his/her time at the nursery to ensure the family has a familiar contact person to assist with the settling in process. We review the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported.
- Offering home visits to all new children.

If a child is transitioning to school or moving on to a new setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The child's current key person and SENCO can attend meetings and share TLP targets and minutes of review meetings.

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this.

- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- The nursery will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received. This will include their interests, strengths, and level of understanding and development in key areas. This will support continuity of care and early learning.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved, and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting.

Photo books are created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practice is also used to help a child become familiar with new routines.

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 Manager has a Ba (hons) Degree in Education and professional Studies (level 6).
- The Acting Deputy Manager has a EYE level 3.
- The Nursery SENCO has a NVQ Level 3 in Early Years and Education. Also The SENCO has completed level 3 and 4 in special Educational Needs.
- Three members of staff have NVQ level 3.
- One staff member has an EYE level 3.
- One member of staff has a Bachelor of Education (hons) Degree and a level 3 Diploma in Specialist Support for Teaching and Learning
- One member of the staff has a Ba (hons) in Early years Education with QTS.
- One member of staff has a CACHE level 3.
- Two staff members are qualified Forest School Leaders level 3.
- All staff are experienced working with the early years age group and understand child development.
- All staff have a first aid qualification.
- Six staff have accessed specific training on Speech and Language courses provided by our local Children's Centre entitled 'Understanding Early Years Language Development'.
- Two staff have accessed a Social Communication Workshop which focussed on supporting children who are non/minimally verbal.
- All staff have completed level 1 in Makaton training.
- The Manager and the Deputy Manager regularly attend cluster meetings to keep up to date with the latest information and news and cascades any information to all staff at staff meetings and a

record of staff training is kept on file.

- The SENCO regularly attends network cluster meetings to keep up to date with the latest information and updates relating to SEND.
- We have experience of working with STS which aims to help early years practitioners provide the best possible experience for children with SEND at nursery. The team will support practitioners in meeting children's individual needs through observing children in the setting, offering advice, suggesting ways to support individual needs, planning next steps with practitioners and parents and sign posting to training.
- Parental agreement will always be obtained before STS become involved with any individual child.

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

The first point of contact within the setting is your child's key person.

If any parent should have cause for complaint or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a member of the management team.

The parents can identify the SENCO from the photograph on the parents notice board situated near the front entrance to nursery, as well as the nursery's website and app.

The setting's SENCO and Manager will also be able to offer advice and will be able to signpost parents to other professionals who may be able to help such as the health visitor, Children's Centre staff, STS Specialist Inclusion teacher and Speech and Language Therapist (SALT).

The setting has a named practitioner for behaviour management and can also access support for parents from their Specialist Inclusion Teacher with parental permission.

At St Catherine's Independent Nursery, we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

Specific staff can be contacted via nursery telephone 01772 456304 and each member of staff have their own work email address.

Staff are available to discuss anything parents may wish to talk about at drop off/pick up times, and appointments can be made with a specific member of staff at a suitable time for both parties.

The Manager is responsible for creating inclusive policies, ensuring those policies are in place and up to date; also, to ensure that there is sufficient staff to enable staff to attend training to keep knowledge and understanding up to date. In addition, she ensures that the open-door policy creates an ethos that respects and welcomes all. She ensures that the environment is inclusive with resources that reflect diversity, positively and encourages information sharing with relevant agencies. It is also her responsibility to manage finances and ensure that delegated Budget and Inclusion funding is used to promote inclusion.