



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Hambleton 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:

www.hambletonprimaryacademy.co.uk

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-FLUFFYBUNNIES

Setting Name and Address	Hambleton Nursery School, Arthurs Lane, Hambleton, FY6 9BZ		Telephone Number	01253 700331
			Website Address	www.hambletonprimaryacademy.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:	
	NO			
What age range of pupils does the setting cater for?	3yrs – 4yrs			
Name and contact details of your setting SENCO	Charlotte Blundell, SENCo, 01253 700331			

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	Mrs Charlotte Blundell SENCO		
Contact telephone number	01253 700331	Email	charlotte@hambleton.lancs.sch.uk

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.

Please give the URL for the direct link to your Local Offer	www.hambletonprimaryacademy.co.uk		
Name	Charlotte Blundell	Date	23/05/14

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

- Hambleton Nursery is an independent outstanding Nursery attached to an outstanding Primary Academy in a rural setting.
- Twenty four places are available for children aged from three upwards.
- The nursery is open 39 weeks in a year, term time only. Sessions run from 8.30 – 3.00. Morning, afternoon and full day sessions are available.

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 Building

The Nursery is attached to Hambleton Primary Academy, which was built in the late 1800s. There is a small step leading into Nursery from the Nursery main entrance. The Academy's main entrance is wheelchair accessible, which does lead round into the Nursery itself.

There are disabled toilets in the Children Centre, which is attached to the main school.

The school and nursery have a weekly newsletter and a parent notice board is situated at the entrance of Nursery itself with relevant information just for the Nursery children.

All policies are available for parents to read on request. We can enlarge print if needed and copies of policies are available electronically.

The Room

The Nursery is illuminated with strip lighting and there are roller blinds on most of the windows. The walls are painted in pale pastel colours with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the pale walls. The floors are colourful laminate, with a small carpet area. There is also a reading area with pillows and

blankets to make a comfortable area for play and relaxation. The Nursery shares a kitchen area with Reception, which has wall and base units, sink and work top. There is also a fridge (for storing packed lunches, milk and snacks), a freezer, dishwasher and a washer dryer. A large table is also in the kitchen area, so children are able to sit round it together to eat their snacks and packed lunches.

The room is equipped with low wooden chairs with low wooden tables and sand and water trays are at an appropriate height. There is a low table for the computer and the interactive whiteboard is fixed to the wall at children's height. For children's toy/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 in to areas of provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. All resources used are appropriate for children aged 3+. Specialist equipment can be brought in for more specialist needs.

The Outdoors

The outdoor area consists of three different areas. The children have a soft tarmac area, which has lots of different toys and resources to play with. They have a large barked area with a large trim trail to play on. They also have part of the school field, which is segregated for Nursery children only, to play on small playground equipment, cars and trikes.

Each area is on a different level and the field is quite uneven. There is a ramp to access the trim trail. However the trim trail is made of wood: against the darkness of the bark on the ground this does not provide a good contrast.

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

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

Children's progress is closely monitored in our setting. Each child has their own learning journey, which includes annotated observations of them in nursery, observations and comments from parents and tracking information about their progress across the areas of learning and development with the EYFS. More detailed information about learning journeys and what is in them, is shared with parents at the induction meeting and when their child begins attending our setting.

Staff are available to chat to parents at drop off and pick up times. We also have a parents evening twice a year to discuss child's progress and any concerns, as well as look through their learning journeys together. They will also have a nursery report at the end of the summer term. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times.

Children attending our Nursery

Children who attend our Nursery should have already had their 2-3 year progress check. Staff will look at these report, as well as the baseline assessment they do when they first start Nursery. They will then discuss next steps and how the key person may target specific areas of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified.

For some 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 or for assessments to be done by our specialist teacher who comes into the academy weekly.

Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be taken with parental consent.

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

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.

Practitioners differentiate activities to suit the needs of the children. For some children a greater level of differentiation is required because they have additional or special educational needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is the role of the key person to help parents to develop ways in which they can support their child's learning at home.

In the summer term, we hold an induction meeting for all 'new starters', where we can introduce parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. Parent information boards also display information about elements of early learning development and how this can be supported at home, Parents are able to speak to their child's key person or Nursery manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and share it with practitioners. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to take photographs of things they have done in nursery, so these can also be included in the child's learning journey.

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

All resources used are developmentally appropriate for the children using them. We ensure there are resources available that overlap with the child's ability below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs.

Where children require resources that are not usually available in our setting, we endeavour to access these from loan facilities, support services or buy them in. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

For some children it may be the case that at specific times of the nursery day they require additional support. As a setting, we endeavour to make reasonable adjustments to provide this.

In our setting we like to plan trips and outings; all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our Nursery.

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

Each child's progress is closely monitored through their learning journeys and tracking of the EYFS. Parents are always welcome to discuss their child's progress with their key worker or Nursery manager. They can also request meetings with the school SENCO or specialist teacher. Our nursery do not have home/nursery link books, as we find the face to face/open door policy a lot more beneficial as things can be explained a lot more clearly.

If a child has a targeted learning plan, then parents can meet with the Nursery manager and school SENCO to evaluate the previous plan and make new targets for the next one. It's also a good opportunity to discuss strategies and what works well and what doesn't for their child.

We encourage parents to attend our monthly Pram services at our church located next door and any performances the children do in school. We also encourage parent helpers to volunteer to come into school and help.

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 children start attending our setting, we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents.

In our setting, we work as a Foundation unit, which means Nursery and Reception work together. Nursery children are already very familiar with the Reception class and routines before they attend. For children with special needs, the school SENCO will already be aware of the child and their needs, so they are able to put in the correct provision and continue targeting the child on areas of difficulty.

If a nursery child, will be attending a different school setting, meetings and visits with appropriate members of staff will take place and extra transition visits to the new setting, if the child has special educational needs.

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, by calling the school number, if they would like to check in on their child.

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

All practitioners in our setting are qualified Level 3. The nursery manager is a qualified teacher. We have annual professional development meetings. We value opportunities to support staff further in their professional development.

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

Caf Training

Safeguarding Training

ASD Awareness

Neli Speech and Language

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

If you require further information about general nursery life or nursery fees, you can contact our Nursery manager, Mrs Becca Gudgeon. For more specific special need enquiries, you can contact our school SENCO, Mrs Charlotte Blundell. If you wish to make a complaint or unhappy about something either contact our Nursery Manager or our Academy Head, Mrs Pamela Birch on our school number.

Due to our open door policy, we find complaints few and far between. Please discuss any issues at the first opportunity, so things can be dealt with quickly and efficiently.