



KIRKBY & GREAT BROUGHTON NURSERY

Local Offer

The aim of this document is to provide parents/carers with clear information on how our inclusive, positive, welcoming setting promotes and supports each individual child's learning and development, within the Early Years Foundation Stage Framework (EYFS), and how we aim to meet each individual child's needs.

HOW OUR SETTING IDENTIFIES INDIVIDUAL EDUCATIONAL NEEDS AND SPECIAL EDUCATIONAL NEEDS

Parents and children are invited to visit the setting prior to joining us. Our setting has open afternoons so that children and parents/carers can visit in an informal way and have fun. Visits can also be arranged at any time during term time to see our setting. These visits give parents and staff the opportunity to share information about the child and agree on how the individual needs of the child and family can be met. In certain circumstances home visits can be arranged.

Prior to joining the setting parents/carers will be given a Welcome Pack which contains a booklet called "My Unique Child", a parent/carer contract, useful information about the setting, contact details, information on Learning Journals and certificates to complete for achievements outside the setting. The "My Unique Child" booklet provides us with information on the child that will help with transition into the setting.

All staff have accessed child development training and have experience of working with children within the Early Years age range. The Manager has a B.Ed (Hons) and Professional Status in Early Years.

The setting has a Special Educational Needs Coordinator (SENCo) who regularly attends Area SENCo meetings for updates and training.

A key worker will be allocated to help the child familiarise themselves with the setting and also be an initial point of contact for the parents/carers to liaise with.

Although the sessions are child led ,whereby children are free to choose activities and resources that they wish to play with, adults will interact with the children to enable activities to be carried out safely or to further enhance the learning experience. There are also adult led activities to promote the six areas of learning and development in the EYFS.

Planning is reflective depending on the interests of children and the ages/ stages of their development. Any special themes will be notified via our regular half termly newsletter. The notice board inside nursery has a visual display of the number/phonic sound of the week and any special theme we will be introducing to the children.

On-going observational assessments are carried out on all children in the setting to monitor progress in line with the EYFS. Within the first two weeks of a child entering the setting we will use these observations to establish a starting point. An initial assessment will also be carried when the child has settled. At any time that there is a concern with a child's development or progress this would be discussed immediately with the Manager and Key worker. If there is cause for concern then this would be discussed immediately with the parents/carers. If required the SENCo with the involvement of the parents/carers would complete an Individual Learning and Provision Plan (ILPP).

The ILPP is an agreed set of targets that the child should be working towards achieving within a given time scale.

If necessary the SENCo will (with permission from parents/carers) consult further with other professionals such as Speech and Language Therapists, Early Years Advisory Teachers, to gain further advice or seek an assessment. The setting will then work with parents/carers and professionals to implement any recommendations, strategies or targets.

The ILPP is reviewed and updated termly or earlier should targets be achieved or revised. The review meetings will involve parents/carers, the SENCo, the Nursery Manager and any other professionals who may be involved.

HOW WE WILL SUPPORT A CHILD WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY

The Manager, Key worker and SENCo will work together to discuss the strengths and needs of the child and agree an appropriate settling in procedure with the parents/carers.

The Nursery is on one level with a ramp access at the front of the building. There is a large outside play area to the rear which is accessible by steps to the rear and via a ramp and a large gate if accessed from the front of the building, the front access would be suitable for wheelchair users. The outside area is on one level but has a small mound which is accessible via steps and/or a bark pathway. There is a disabled toilet inside the building.

Any necessary changes to the setting, routines or equipment, to help meet the needs of a child, would be discussed and implemented, where possible. Changes to the setting would have to be within the constraints that the building would allow.

If necessary other professionals already involved with the child would be consulted, with parental consent. If these professionals recommend further staff training to support the child then we would endeavour to undertake it. (All staff have Paediatric and Emergency First Aid Training)

ILPPs would be completed with the involvement of parents/carers and if required other professionals.

A consultation meeting would be arranged at the end of the first half term to discuss how the child has settled and whether there are any concerns. However we do have an open door policy and parents/carers are welcome to speak with staff at the beginning or end of the sessions, as is stated in our welcome pack. Further consultations are arranged in each term.

A "Learning Journey" booklet will be completed during the child's time at Nursery and this will show the progress and achievements of the child. The Learning Journey will contain the "My Unique Child" booklet, the starting points and the initial assessment. It will also show observations made by staff and will identify the next step(s) to promote learning and development. The Learning Journey is available for parents/carers to look at at each session and parents/carers are actively encouraged to make comments or add details of their child's achievements outside the setting. When the child leave us The Learning Journey will be given to the school or next setting. This will enable continuity of care and provide information to help plan further educational needs in the new setting. The Learning Journey should then be returned to the parents/carers.

In addition to the Learning Journey the setting has a photo file on each individual child so

that parents/carers can look at the activities their child has enjoyed in the setting. Children love to look at the photographs with their parents/carers to talk about what they have been doing. This also gives parents/carers the opportunity to comment on their child's progress and may give ideas for sharing in their child's learning and development.

Our setting has good transition procedures with Kirkby and Great Broughton School and any information, ILPPs or review meetings would be shared with the school to enable a smooth transition. For those children who may not be going to Kirkby and Great Broughton School Mrs Kelly will, where possible, visit the Reception Classes of those schools and also invite Reception Staff to visit our setting to meet the children. We have information and photographs of some of the surrounding schools which we would share with the children.

A small delegated budget is received from NYCC annually to help with some staff training or equipment. However in certain circumstances Funding can be applied for to help support children. This funding may be able to assist with financing additional staff or more specialised equipment or training.

Within the setting we have a parent file which contains leaflets and advice from other organisations or professionals which may be helpful for parents/carers. The Manager and SENCo may also be able to offer advice or signpost parents/carers to other professionals such as Speech and Language Therapists, Children Centre Staff, Inclusion Officers.

Our setting has an open door policy. In addition to this parents/carers are free to phone, email or make an appointment to see the Manager to discuss any issues.

Our policies are always available to look at. The setting has a complaints procedure if parents/carers are unhappy with an aspect of provision or practise. These documents are held on the wall of the entrance porch to the right of the front door.