



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: **Bradley Nursery School**

<b>Setting Name and Address</b>	<b>Bradley Nursery School</b>		<b>Telephone Number</b>	<b>01282 615183</b>
	<b>Bradley Road East Nelson Lancashire BB9 7QH</b>		<b>Website Address</b>	<b>www.bradleynursery.co.uk</b>
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	If yes, please give details:  However we have had extensive experience of teaching children with speech and language needs, physical needs ASD, global delays and hearing impairments	
	<b>X</b>			
<b>What age range of pupils does the setting cater for?</b>	<b>3-4 years</b>			
<b>Name and contact details of your setting SENCO</b>	<b>Jane McWilliam</b> <b>SENCO@bradley-nur.lancs.sch.uk</b>			

<b>Name of Person/Job Title</b>	<b>Jane McWilliam</b> <b>SENCO</b>		
<b>Contact telephone number</b>	<b>01282 615183</b>	<b>Email</b>	<b>SENCO@bradley-nur.lancs.sch.uk</b>

**I confirm that our Local Offer has now been published on the setting website**

<b>Please give the URL for the direct link to your Local Offer</b>	<b>www.bradleynursery.co.uk/localoffer.pdf</b>		
<b>Name</b>	<b>Jane McWilliam</b>	<b>Date</b>	<b>26.10.16</b>

## The Setting

### What the setting provides

- Bradley Nursery School is a maintained nursery, funded by Lancashire County Council offering 160 part time places for children aged between 3 years and 4 years. (80 places morning and 80 places afternoon).
- The sessions take place 8:45-11:45 am and 12:45 – 3:45 pm five days a week. A range of flexible hours are offered to suit individual needs. There is availability for children to access extended care through Bradley Early Years Centre which caters for children 0 – 5 years. There is a very successful lunch club run by Bradley Early Years Centre, which runs within the nursery school.
- Application forms can be filled in once the child has had their second birthday and places are usually allocated the term after the child becomes three, dependent on availability.
- The places are organised into two nursery rooms and children will be allocated one of the nurseries once they have confirmed their offer of a place. Children are organised into groups of approximately 10 children with a designated keyworker.
- Bradley Nursery School has a head teacher, 3 full time class teachers one of whom is the Special Educational Needs Co-ordinator (SENCO), we have two teaching assistants who have degrees, four teaching assistants trained to level 4 (two of whom are level 3 Forest School practitioners), 6 teaching assistants who are trained to level 3 and we have a nursery assistant.

## Accessibility and Inclusion

### What the setting provides

Bradley Nursery School has an Accessibility Plan and this is available to view here <http://www.bradleynursery.co.uk/SEN/accessibility.pdf>

### The Physical Environment

#### **The Building.**

- The nursery is housed in a purpose built single story building. The building has wheelchair access. There is a ramp with handrails to one of the front entrances. The building is accessed via a buzzer linked to the reception. There is ramped access to the stimulating, safe and secure outdoor area.
- There is one disabled toilet on the site. This is an adult facility but can be used for children if they require. Each classroom is linked to a set of 4 low level toilets (one of which has a hand rail) and sinks. There are changing facilities including a shower. Potties are available for children who need them.
- The corridors are illuminated by strip lighting and there is little natural lighting in these areas. The walls are painted cream and the skirting boards are a contrasting colour to help those with a visual impairment.
- The setting has wide doors to all areas which are wheelchair accessible. The

doors to the rooms have viewing panes at the top and bottom.

- Rooms/storage areas which children do not have access to without an adult have a high level handle to prevent the children accessing them.
- There are signs which name the rooms and toilets. Emergency signage is consistent throughout the building.

### **The Class Rooms**

- The nursery school consists of two rooms joined by a corridor which is wheelchair and other mobility equipment accessible. The rooms are illuminated by strip lighting and there are blinds on all windows. The walls are painted in a pale colour. The floors are vinyl throughout and there are rugs in key group areas. Both rooms have a sink area, both have sinks at child height to encourage and support independence and adult sinks also. There is one fridge for storing milk.
- All other furniture in the nursery rooms is free standing. This allows us to change the layout of the room to make space for any specialist equipment or to ensure that the room is accessible for children who may need the use of a wheelchair or walker. We would complete a Personal Emergency Evacuation Plan and Risk Assessment before a child started in nursery and this would be taken into consideration throughout their time with us when any room changes were to be made.
- All tables and chairs (We have some specialist chairs which provide extra support for children who need it) are at child level, as is any other equipment e.g. sand and water. We have carpets in areas to ensure that there are comfortable areas for relaxation and play. The computers are on low tables and there is an interactive white board which is at child height. Resources are stored on height appropriate shelving in shallow or transparent containers for easy recognition and access.
- Children are supported in their independence skills through photographs and silhouettes to show where resources should be kept. The room is organised into different areas of provision e.g. role-play area, sand and water. The resources available are planned to support children's individual needs and are therefore appropriate for all children's stage in development.
- Picture timetables and 'now and next' boards are used when required.
- Some of the staff have completed Level 2 training in Makaton sign language and use this with children when required.

### **The Outside Environment**

- The outdoor environment is freely accessible to children during their sessions at nursery. It is accessed from both nurseries and is accessible to wheelchairs and mobility equipment.
- The outdoor environment is completely secure. Safety surfaces are provided on some of the tarmacked areas. We have a large climbing frame, a large sand pit which has a step up, a mud kitchen (with a small step) a track which is built on a slope, a covered construction area, music area, an enchanted garden and a Forest School area. The tarmacked areas are even and are suitable for children who use walking frames or wheelchairs. The grassed areas are on a slope and

there is some natural unevenness in the ground.

- There are raised beds in the outdoor area for growing herbs, vegetables and plants, these are at child level.
- The mud kitchen has a small step up.
- Daily environmental audits both inside and outside, include an adjustment in provision according to the weather.

### **Accessible Information.**

- There are parent information boards throughout the nursery building and a plasma screen with regular updates for parent/carers using text and pictures. These contain information about the Nursery School. They make reference to some policies and policies are available for parents both electronically or in printed format.
- We strive to support all parents in accessing information and would be able to provide information in larger print if needed and if able will provide information translated into other languages. We would endeavour to support parents through using outside agencies or online tools in order to ensure they understand and have access to information.
- All parents have access to bilingual staff. There are six members of staff who speak a variety of languages including Urdu, Punjabi and Pushto and also the support of a translator through liaising with Lancashire SEND Information Advice and Support Service.
- There is a website that covers all aspects of Bradley Nursery School and Bradley Early Years Centre and this allows parents to access information electronically if they so wish.
- Parents receive information about the curriculum and events through a half termly newsletter
- Parent/carers receive a weekly update letter informing them of things their child has been taking part in that particular week. During the year there are opportunities for more formal parents meetings to discuss progress. Parents are made aware of policies and procedures.
- We hold various parent classes in nursery during the session time. These have included 'Family ESOL', 'Maths for parents', 'Phonics' and 'Keeping Children Safe.'
- All Children have a home visit and are invited with their parents or carers to attend our Annual Open Day.
- An interactive Whiteboard is fixed to the wall at the children's height and is used for small group activities and would particularly benefit visually impaired learners.

### **Accessibility**

- The nursery rooms are large open spaces, arranged into areas with free standing furniture, which can be easily rearranged to meet the needs of children with additional needs.
- All furniture is at varying levels and can be adjusted.

- Communication is supported through a variety of methods appropriate to the needs of the child, such as objects of reference, Makaton sign language, photographs, symbols and verbal communication.
- The outdoors is accessible with large areas for the children to access freely.
- Specialised equipment is used in our setting as required e.g. seating/standing frames, gait trainers, Rollator and pushchairs.
- Resources indoors and outdoors are provided in such a way that all children can self-select and use independently. We use a lot of transparent boxes but for other boxes we use photographs and labels are displayed on the front.
- Personal Evacuation Plans will be put in place for individual children who have a disability.
- A medicine cabinet is available for the short term storage of items such as inhalers or regular agreed medication. Staff have had training on administering some medicines e.g. epi-pen, inhalers
- We have three first aid kits (one in each classroom and one in the Forest School) All staff have had paediatric first aid training.

## Identification and Early Intervention

### What the setting provides

- Bradley Nursery School has a Special Educational Needs Policy and an Equalities Policy (which monitors provision for all). Performance Management and Professional Development monitors staff understanding and practice.
- Parents can approach staff or the SENCO at any time, to discuss their child's development.
- If a parent is concerned about their child's development, they are welcome to contact the key worker, class teacher or the SENCO at any time to discuss their concerns. Appropriate support can then be offered depending on need.
- When a child first starts at Bradley Nursey School the staff will observe and monitor what they are doing and relate this back to the Early Years Foundation Stage (EYFS) and make a judgement as to where that child is in relation to the age/stage bands over the seven areas of learning. This information is put into a computerised assessment package. This forms the baseline assessment. This assessment helps the teachers and the Key Person plan the next steps in the child's learning.
- If a child's progress is a cause for concern their Key Person would raise the issue at the daily reflection or weekly staff meeting to discuss strategies/next steps.
- These assessments and the concerns of parents and staff, help to identify any children with SEND.
- All staff are very experienced at identifying children who have Special Educational needs and are very proactive in providing appropriate support for a child.

- The SENCO is able to refer children on to other professionals who may be able to assist their child's development. This would be done through the use of a Common Assessment Framework form (CAF).
- We screen all children to assess their speech, language and communication needs through the WellComm assessment.
- If necessary, we will develop a Targeted Learning Plan (TLP) which will identify any areas of development. This enables us to provide a graduated response in order to meet a child's needs. This is monitored every half term however these targets may go on longer depending on the targets.
- The SENCO is able to submit applications for Additional Inclusion Support Assistance (AIS), should it be deemed as necessary.
- We are very experienced in dealing with a range of professionals who come to work with our children including The Inclusion Team, Speech and Language Therapists, Physiotherapists, Educational Psychologists and Occupational Therapists. We are confident that we would be able to bring in specialist support for a child, should it be required.
- We take advice from other professionals about how to support a child within our setting.
- Practitioners and other professionals work with parents to decide whether additional support is required.
- The SENCO will work with parents to compile an application for an Education, Health and Care Plan (EHCP) for children who have additional needs. This will include the completion of the 'All About Me' document, to support the child's application.
- All parents are informed, consulted and fully involved in all processes concerning their child.
- Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in the setting or by following this link

<http://www.bradleynursery.co.uk/sen/ProvisionMap.pdf>

## Teaching and Learning Part 1 – Practitioners and Practice

### **What the setting provides**

- All children attending Bradley Nursery School have a key worker who is responsible for ensuring a secure bond is formed with an adult, in order to help settling and promote progress. The key workers work closely with the SENCO to identify children with SEND and to plan the next steps in a child's learning.
- Bradley Nursery School follows the Early Years Foundation Stage Curriculum (EYFS).
- Activities are planned according to children's interests and level of development. Focus on the Prime Areas of Learning and Development: Communication and

Language; Physical Development; and Personal, Social and Emotional Development takes priority for children for whom this is appropriate.

- We use the Development Matters in the EYFS to assess where children are in their learning and to plan their next steps. We differentiate according to the needs of individual children.
- We have Continuous Provision which we enhance regularly with high quality learning experiences according to the children's interests. Many of our learning areas have visuals to support children with communication difficulties and some displays are at child height.
- Children's progress is monitored through continuous observations. Baseline assessments are undertaken at Nursery, and regular summative assessments are carried out at specific intervals throughout the year. Children's progress is discussed regularly with parents.
- Practitioners may carry out a planned observation to observe a child in more detail in an area of concern. This helps to plan effective next steps.
- Children at Wave 2 have access to many interventions. These include Targeted Learning Plans, Speech and Language programmes set by a Speech and Language Therapist (SALT) and programmes such as WellComm interventions, Elklan targets and Ginger Bear Language Programme.
- Children are matched to the appropriate intervention following discussion with the Head, the SENCO, the Class Teachers, the key worker and the parents.
- Children at Wave 2 may also have access to The Special Educational Needs and Disabilities (SEND) Service.
- Children at Wave 3 have additional access to a range of other professionals which may include a SALT, an Educational Psychologist, a Physiotherapist and an Occupational Therapist.
- We share Targeted Learning Plans (TLPs) with parents and these are reviewed half termly.
- Targeted Learning Plans identify what parents can do to support a child's development at home. Parents are invited to every meeting to discuss the child's progress.

- Bradley Nursery has a staffing ratio that is higher than the recommended staffing ratio which enables us to offer children more quality adult interventions in children's learning and monitors the children closely, providing small group work opportunities or 1-1 if required.
- Weekly planning meetings enable us to discuss individual children's needs and look at next steps for learning based on the children's interests and all TA staff are supported by experienced teachers to assist in meeting all children's needs at nursery. Children's TLP's are shared with all staff and any children on Wave 2 under a group TLP or provision map and Wave 3 are regularly reviewed by discussions with staff and you as parents/carers.

- Additional funding is raised through the weekly Voluntary Contributions from parents/carers and this allows us to bring in external educators to give the children different opportunities e.g. Zoolab, Insect Lore butterfly kits and hatching eggs.
- If your child requires specialised equipment then we would work with the occupational therapists to ensure we have the appropriate resources to meet your child's needs.
- If required, the nursery SENCO will apply for AIS funding support from Lancashire County Council. If approved, this funding enables the nursery to access advice and support from experienced Inclusion Teachers by buying in their time and expertise to support your child's needs, and ensuring the nursery is equipped appropriately to meet those needs, helping set future targets for achievement and supporting staff to support your child.
- Parent/carers are signposted to appropriate support services and training. Working closely with other professionals enables us to find out about training events and then inform parent/carers.
- Where a child has an identified need the nursery will always provide specific training for staff.
- Children's views are always listened to and valued and these are used to further support learning, ensuring their interests are met. Children are encouraged to express their views in a range of ways for example children are shown photographs of equipment in a specific area and encouraged to choose what they would like to experience.
- We ask children to discuss what they have enjoyed, what they would like to do next, what could be used as enhancements and this ensures that children are involved in their own planning and reviewing of progress.
- The nursery staff to child ratio is such that any meetings such as review meetings, child in need meetings etc. allow the SENCO and the keyworker to be present.
- The nursery works closely with all outside agencies. These have included:- Speech and Language therapists, Educational Psychology Service, Inclusion teachers, Teacher for the deaf, The Rainbow Centre Paediatric Services, Health Visitors, Epilepsy nurse, Physiotherapist, Social Services etc. The SENCO and the staff at Bradley Nursery try to follow their advice and guidance.
- The nursery is well resourced with age appropriate equipment suitable for all the different areas of learning. When a child comes into nursery and who needs to access certain types of resources that the nursery currently doesn't have, such as sensory toys, the nursery will purchase the necessary items following the advice of parent/carers, the keyworker and/or specialist services.
- All children, including children with additional needs are invited on trips. All trips are risk assessed and areas visited suitable for the age range of children at nursery. We make any reasonable adjustments necessary so that all children can be included and get the most out of the day. Where required, children are supported on trips on a one-to-one basis. Some parent/carers come to help on trips so that the ratios are higher than when in nursery. This would include parent/carers of children with additional needs if they wanted to volunteer.
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## Reviews

### What the setting provides

- All activities are planned, organised and differentiated for individual children to meet everyone's needs. Every child has their education tracked and reviewed termly. Learning journeys and assessment details are shared with parents/carers.
- If the child has a CAF in place to help meet their needs then, in addition to this, we will have regular TAF meetings (usually every 2 months) where all services can discuss any updates on the child's development with you and plan future targets to meet the child's needs. We either take on the role of or support the Lead Professional to achieve the CAF and TAF targets set. This is the time when the child's Medical Health Care plan will also be reviewed and amended if required.
- Evaluated and updated TLP's are discussed with the services involved, yourselves and the key person working with your child then shared with you so that you can add in any additional comments, targets and aspirations personally for the child's. Provision Maps are reviewed and updated as required, as is the 'All about Me' Profile.
- If Additional Inclusion Support funding has been accessed then this will be reviewed with you and any other services involved to see if the SEND inclusion teacher specialist input needs to continue or not.
- Transition meetings will also be held.

## Transitions

### Home to Nursery

- When parent/carers come to put their child's name down for nursery, there is opportunity for them to have a look around and speak to the Head teacher. As this is often the first time for us to meet parent/carers, we feel it is important to start making good relationships immediately.
- Once parent/carers have accepted a nursery place, two members of staff from the nursery will do a home visit where they can meet parent/carers and their child in a comfortable environment.
- Children start nursery in small groups and stay for a short time initially, building this up to minimise stress for children and parent/carers. We work together with parent/carers to decide the correct length of time that the child will comfortably stay.

### Nursery to Primary School

- The Nursery has transition meetings with all feeder school. Where a vulnerable child has been identified or if the child has additional needs more formal meetings are held where the parents/carers will be invited.
- In some cases visits to the school will be organised where the Key Person can support the child prior to school transfer. Photographs of the new setting are also

used to help the child prepare for transition.

- After parental permission is obtained all new settings receive a copy of the child's transition report containing achievement data, information regarding strengths and interests and the child's voice.

### **Staff**

- The Nursery has transition meetings with all feeder schools. Where a vulnerable child has been identified or if the child has additional needs a more formal meeting will be held to which parents will be invited. This is to ensure that the primary school understands the needs of the child in order to ensure a smooth and happy transition.
- In some cases visits to the school will be organised where the Key Person can support the child prior to school transfer. Photographs of the new setting are also used to help the child prepare for transition.
- All new settings receive a copy of the child's transition report containing achievement data, information regarding strengths and interests and the child's voice.
- The nursery has weekly circle time. During the summer term in particular there is a focus on transition issues.
- If there be specific concerns a meeting would be organised with the head teacher so that worries can be addressed and an action plan formulated.
- Near the time of transition we talk to the children about the schools they are going to, perhaps have samples of the local school uniforms out in the home corner or other areas of learning to familiarise the children with them (especially if they have issues around clothing) and show booklets of photographs of the school they are going to attend.
- Children visit the schools for stay and play sessions and we discuss these visits with them when they come back into nursery. We also invite your child's Reception class teachers to come into nursery and talk to us and your child in a place where they are settled and comfortable.
- Each child receives an end of Nursery report based on their achievements and with parental permission, a copy is sent to school to share these successes.
- For children on the SEN register our SENCO will contact the SENCO of the child's future Primary School to ensure that they are fully aware of the child's needs and current targets. A transition meeting is held at the nursery and representatives from the child's future school are invited, visits to the nursery are encouraged by the staff from the primary school during the summer term and a longer transition period is encouraged.

## Staff Training

Staff training over the past few years at Bradley Nursery School in relation to Inclusion :-

1. The Lancashire Equality Award (which included a module, 'Meeting everyone's needs' which included looking at children with additional needs.)
  2. ELKLAN 'Speech and Language support for the under 5's
  3. Derbyshire Language Training
  4. Wellcomm –speech and communication screening tool
  5. Paediatric 1<sup>st</sup> Aid (all staff)
  6. Autism Awareness
  7. CAF level 2 and CON(all staff)
  8. CAF champion
  9. Smile4life
  10. Makaton
  11. Safeguarding
  12. Prevent training
  13. DSL training
  14. Epi-pen training
  15. Food hygiene (all staff)
  16. Facilitating Children's Speech and Language development
  17. Sensory Learning
- All staff are encouraged to update training as and when required and keep up to date with new thinking and developments.
  - Relevant training is accessed when required e.g. a child has specific medical needs such as an Epi-pen or medication then a nurse will come and train us in its use prior to the child starting nursery and in conjunction with parents and the relevant professionals, a Medical Health Care plan will be drawn up.

## Further Information

**Please feel free to contact us for further information on:-**

Tel: **01282 615183**

Email: [bursar@bradley-nur.lancs.sch.uk](mailto:bursar@bradley-nur.lancs.sch.uk)

Web: [www.bradleynursery.co.uk](http://www.bradleynursery.co.uk)

**Visit us at:-**

Bradley nursery School  
Bradley Road East  
Nelson  
Lancashire  
BB9 7QH

Bradley Nursery School has an open door policy where the parent can discuss any concerns with the keyworker, class teachers, SENCO or Head teacher. We will always endeavour to do this as soon as possible. Sometimes it is not convenient and an appointment can be made as soon as the person is available.

Please feel free to speak to:-

**Miss Lucas - Head Teacher**  
**Jane McWilliam - Teacher / SENCO**  
**for further information.**

- We also have a complaints procedure which is available from the main office and all concerns will be dealt with sensitively, with the child's interest and needs being of paramount importance. Any complaints in writing, the nursery School must respond within 28 days.