



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Whitefriars Childrens  
Nurserv Ltd**

## The Setting

Whitefriars is a private nursery set in a rural area in Penwortham just outside Preston City centre. We cater for children aged between 6 months and 4 years when they leave for school. Whitefriars is registered for 40 children per session.

We have a Baby room for children aged 6 months - around 20 months old (depending on the child), a Toddler room for ages 20 months – 3 years (again depending on the child) and a preschool room for the children in the 12 months before they go to school.

There are 2 managers at Whitefriars, Claire Hiles and Louise Kershaw who is also the settings designated safeguarding officer. The settings Special Educational Needs Co Coordinator (SENCO) is Louise Kershaw. The Parent Involvement Coordinator (PICO) is Jessica Shepherd and the Equality named Coordinator (ENCO) is Joanne Mears.

## Accessibility and Inclusion

The nursery is in the grounds of the owners home. It is a Coach house building with an extension, conservatory and an outside Woodland room. Parents can park on the car park at the front of the nursery. As there are no lines on the car park, parents can get as close as possible to the nursery door. The front door is wide enough to get a wheelchair through although there is a small stone step at this door. We have a ramp for access to the outdoor area from the preschool room and also double doors into the Woodland room, via the garden. There are 3 small children's toilets in the nursery and one adult toilet. One of the small toilets has a handrail fitted next to it.

We have a Parent information board in the entrance to the nursery which has clear information for the parents. There is information about the local community and the types of support offered for parents from different local groups such as speech and language groups and classes run by the local sure start centres.

There is also information about the EYFS and specific handbooks such as Creativity and outdoor play.

We strive to make the setting as accessible as possible to all families and would be prepared to make reasonable adjustments if necessary.

The preschool room is an open room with plenty of space to move around. The furniture in the room can be moved if necessary to create more space or easier access. The room is divided into areas of permanent provision, mark making and work station, small world and construction area, role play area, reading/book corner. The floor is part carpet and part linoleum and most of the areas are at floor level. However, we could change this and use tables so that a child could access the toys and equipment from higher up, for example, if a child was in a wheelchair. The toys and resources are stored in baskets which are clearly labelled with a photograph and words to tell the children what is in each. This allows for freedom of choice when the children are selecting what they would like to play with. There are pictures in each area to tell the children how many children can play there. This prevents the areas from

becoming overcrowded and also promotes maths skills. All toys and resources are at an appropriate height for the children to access.

The woodland room is accessed through the outdoor play area and has a wide double door at the entrance. There is a low step to get into the room but it is deep enough to get a wheelchair or walker on. The room is spacious with plenty of room to move about.

The furniture in the room is all moveable and could be changed around to suit the needs of a child who uses a wheelchair or walker. The room is split into 4 areas of permanent provision, the construction and small world area, role play area, book corner and mark making for drawing and cutting and sticking and also dough. There are 2 tables in the room which could be used to make the toys accessible from higher up. Like the other rooms, the toys and equipment are on a low level for easy access and are in clearly labelled baskets. The woodland room has free flow access to the outside play area so the children have a choice of where they want to play. We provide wellington boots and puddle suits for the children so that they can play out in any weather.

The baby room is upstairs. The stair case is wide and has a hand rail fitted. If necessary a child could be carried up the stairs. We could also swop the rooms so that the Tiddler room was downstairs if we needed to, to accommodate a child in a wheelchair. Like the other rooms, the toys and equipment are on a low level for easy access and are in clearly labelled baskets.

## Identification and Early Intervention

When you are shown around the nursery we explain about the way in which we track every child's progress through the Early Years Foundation Stage (EYFS), linking to the development matters stages of development. When your child starts with us, we give you a document called 'what to expect when' which allows you to highlight for us where you think your child is at in each of the 7 areas of development. Their key person will then use this information when completing their base line assessment. We explain that using our tracking document and through observational assessment, we are able to identify if a child needs support in any of the 7 areas, particularly the 3 prime areas. These prime areas are Physical development, Personal, social and emotional development and Communication and Language. The tracking document we use, clearly shows what a child of a particular age is expected to be doing, this means that we can see if a child is not quite reaching the expected goals for his/her age or if they are exceeding expectations in a particular area. We also use the Lancashire ATTS tracker which breaks down the steps of development for children who may have or have been diagnosed with, Special Educational needs. We carry out a '2 year old check' on every child who comes into our care between the ages of 2 and 3 years. We aim wherever possible to carry this out before the child has their 2 year check with their own health visitor. The check covers all 7 areas of development focusing again on the 3 prime areas. The key person will record their findings and will discuss them with you. You will then have an opportunity to add your own thoughts to the check and can discuss any concerns you may have. If the child's key person had concerns about the child, they would not wait until this meeting to discuss it with you but would arrange to speak to you as soon as the concern arose. The setting SENCO is there to provide support for all staff and to liaise with other professionals such as Speech and language therapists(SALT) health visitors and educational psychologists and our own Lancashire County Council Specialist teacher. With your permission we can seek advice from our Specialist teacher when identifying individual children's needs.

We invite you to bring in any reports from outside professionals to help us to support your child and meet their individual needs. If necessary our Specialist teacher along with the SENCO and child's key person and the child's parents will put together a Targeted Learning plan (TLP). This helps the nursery to be able to meet the needs of your child in a way that most suits them. The managers and room leaders have completed 'Well comm' training which is a recognised programme for assessing Speech and language in children, We will ask for your permission if we wish to carry out this type of assessment on your child.

## Teaching and Learning Part 1 – Practitioners and Practice

At Whitefriars we follow the Early Years Foundation Stage (EYFS) which runs from birth up to the end of the child's reception class year at primary school. The EYFS has seven areas of learning and development which are, Communication and Language, Personal, Social and emotional, Physical, Literacy, Mathematics, Understanding the world and expressive arts and design. The requirements of the EYFS state that we must work in partnership with parents/carers to promote the learning and development of all children in our care to make sure that they are ready for school. Each child has a key person who tracks their progress through the EYFS using observations which they will then use to plan activities for that child. The child's progress will be recorded on a tracking document which works through the ages and stages of the EYFS. This allows the child's key person to quickly highlight any areas in which the child may need extra help and similarly any areas in which the child may be exceeding expectations. If your child's key person does feel that they need some extra support, they will discuss this with the settings SENCO and yourselves. The SENCO is there to provide support for all staff and also for parents and will plan with you how best to support your child. We will put a Targeted learning plan in place (TLP) to support your child's learning and development and will discuss with you how you can support your child at home. The setting manager, the SENCO and your child's key person will make sure that the nursery environment and activities support your child and help them to make good progress. When additional support is put in place from within the setting, your child would be placed at Wave 2 of the graduated response to intervention which is what the nursery follows. If we feel that your child needs additional support from outside agencies, we would firstly get your permission to approach them. This may be the Specialist Teaching service. This would then place your child at Wave 3.

We send home an information pack at the beginning of September for the parents of the children who are in the preschool room. This gives parents an overview of the EYFS and some information about what we will be doing throughout the year and also ideas of things that they can be doing to support their child as they work through the EYFS.

We also hold a parents evening in June/July which gives you a chance to look through your child's Learning journey and speak to your child's key person. You will also be asked to read and sign a transition document which will be passed to your child's reception class teacher.

Each child will have a Learning Journey file which has copies of observations, photographs to support these and pieces of work done by the child. We ask you to be actively involved with this learning journey and welcome contributions to it such as achievements from home or other groups your child may attend.

We have a parent information board which has details about our local sure start centre and the services they offer.

## Teaching and Learning Part 2 - Provision & Resources

There are different types of support available for the children within our setting. The child's key person will provide a stimulating enabling environment with activities planned to support individual children with different needs and interests. This is Wave 1 intervention and is available to all children within the setting.

If your child is identified as needing extra support or specialist support from an outside agency, we will discuss this with you and the inclusion teacher and our SENCO to decide on the best way to help your child. We will ask you to come to a meeting to discuss this. If it is decided that we will apply for extra support, we will go through the Inclusion funding process which will identify the level of need. This is done through evidence which is collected and given to a panel to make the final decision. The evidence comes from the nursery, yourselves and any other professionals who have worked with your child. These funds can then be used to provide additional support or resources to help your child to progress enabling your child to become more independent and make progress towards the Early Learning Goals.

We will do our best to make sure that your child's key person is available to attend any meetings and we are more than willing to hold any such meetings at the nursery.

We will ensure that all activities or trips which we plan can include your child and will ask for your input in the planning of activities and trips to be certain that they are suitable for them.

## Reviews

Key persons are constantly observing children. The key person then uses these to track your Child's progress through the ages and stages of the Development matters. You are more than welcome to look at your child's tracking document and Learning journey file at any time during the year. If your child's key person has any cause for concern, they will speak to you immediately and not wait for the parents evening. Your child's key person will try to speak to you during the week when you drop off or collect your child from nursery each week. We understand that parents have to be at work and this is not always convenient and would be able to discuss your child over the phone if this is better for you.

We invite parents to come into the setting and do activities with the children. This is a nice opportunity to share any hobbies or skills you may have and also to see your child in the setting.

## Transitions

Our induction process is in place to ensure that your child settles into Whitefriars quickly and smoothly. We will invite you and your child into the nursery for free induction sessions before your child starts. We usually offer 1 hour for the child and parents to stay together and 1 hour for the child to stay on his/her own. We understand that some children may need more than this and are more than happy to have more stay and play sessions if needed. These sessions allow your child and yourself to become familiar with the nursery and your child's key person. If other professionals are already involved with your child, your child's key person will attend any meetings they need to before your child starts with us.

We will ask you to complete an 'All about me' form for your child. This will be done with your child's key person so that they can get to know your child and their own needs and interests. We would ask you to provide copies of any other information about your child for example previous TLPs, paediatric reports or an all about me.

Whitefriars is only a small nursery which means that the children know all the staff well, not just the staff in their room. This makes transition between rooms very smooth as the children are already comfortable with the staff. The children will start to do some sessions in their new room during the summer before they move permanently in September.

During the summer term, your child's reception class teacher may come into the nursery to visit your child. This gives your child an opportunity to meet them in a familiar environment. We also have photographs at nursery of the primary schools where the preschool children will be going. These include photographs of the reception class, playground, toilets, school entrance and staff who your child will be seeing on a regular basis. We have school uniforms in our role play area for the children to dress up in.

Your child's Key person will complete a Transition document which will be passed onto school towards the end of the summer term. You will be asked to read and sign this document before we pass it on.

A transition meeting will also be held for your child with your child's key person, their reception class teacher and any other professionals involved.

We aim to make the transition between our setting and a new one as smooth as possible by providing as much information as we can for the new setting and by preparing your child for the change.

## Staff Training

At Whitefriars we have 2 members of staff who are qualified to level 4, five at level 3, one at level 2 (training towards level 3) and two training towards level 2.

Between us, we have a wealth of experience with working with children which we use to provide excellent quality care throughout the nursery.

All staff hold a relevant first aid certificate.

All members of staff have attended speech and language training and we regularly access many of the training courses provided by the Lancashire teacher team. This allows us to keep

ourselves up to date with the latest knowledge of early years. The nursery manager also attends the cluster meeting each term.

We have experience of working with the Lancashire Specialist teaching Service who work to support all staff to be able to provide the very best nursery experience for children with special educational needs.

We will always ask for your consent before involving the Specialist teacher team with your child.



## Further Information

If you require any further information please do not hesitate to contact us. You may speak to Louise Kershaw or Claire Hiles (nursery managers) on 01772 747943 (press option 1)

If you wish to speak to someone about your child you can speak to the nursery SENCO (Louise Kershaw). All staff photographs are displayed in the nursery entrance and state each member of staff role within the nursery.

The nursery manager is also the behaviour management coordinator who you can speak to if you have any concerns in this area.

If you have any concerns about the nursery you can speak to either of the nursery managers who will do their best to sort the problem out immediately.

If you wish to look around the nursery you may come at anytime during the day. We do ask that parents avoid lunchtime (11.30am – 2pm) as this is a very busy time and we would not be able to give you our full attention. You do not need to make an appointment to look around.

You can contact any member of staff during the day on the telephone number above or by emailing us at [info@whitefriarsnursery.co.uk](mailto:info@whitefriarsnursery.co.uk).