

SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **CARLETON CHILDCARE**



What age range of pupils does the setting cater for?	From babies aged 3 months + to 4 year olds Pre-School age during term time. However during holidays a 'Holiday Club' is run for children aged up to 11 years of age.
Name and contact details of your setting SENCO	Mrs Julie Stansfield (01253 882171)

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	Sarah Loughran – Owner/Manager		
	Julie Stansfield - SENCO		
Contact telephone number	01253 882171	Email	info@carletonchildcare.co.uk sarah@carletonchildcare.co.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	http://www.carletonchildcare.co.uk		
Name	Carleton Childcare	Date	SEPT 2015
	Sarah Loughran		

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 and up to 11 years of age during Holiday Clubs.

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, Key persons, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

Carleton Childcare provides a setting for children from the age of 3 months to attend prior to starting primary school. We are open from 7.30am till 6pm, 51 weeks a year, although we are flexible to enable us to cater for all Parent/Carer needs. We do provide sessional care and short days to accommodate around siblings at the school next door. Also a provision of a 'Holiday Club' is run during most school holidays to assist those parents/carers that need extra childcare outside of the term-time provision. The setting is flexible when people work shifts and require extra days.

We have provision for 42 children in any one session. Most activities provided in the setting are set out in differentiation of age groups, for example, Babies, 2-3 years and 3-4 year olds. However, peers work together in mixed aged groups as well, to encourage role modelling of behaviour.

In addition to the on-site Manager who has overall responsibility, we have a Deputy Manager and additional Supervisors who work on a daily basis, including staff who have extra responsibilities, these are SENCO, parental involvement, 2 nominated safeguarding officers, behaviour and equality officers. We have excellent working relationships with health visitors, local authority inclusion teachers, speech and language therapists and work closely with local Children's Centre. All these things have been put into place to assist your child and their family.

Regular contact is made by (half) termly newsletters sent electronically (email) or by a hard copy, open door policy enables parent/carers the opportunity to approach all staff members and a home diary for those parent/carers in particular that work the chance to communicate.

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 can be accessed by all and is located all on one level. The building is accessed by a reception area. There are accessible toilet/changing facilities.

Our policies and procedures are shown to parents upon the initial induction of their child, these are read by them and we as practitioners are available for any questions that they might have. Displays are accessible for all to look at, with specific 'parental noticeboard' in the entrance hall.

Any information given can be printed in different languages and fonts. We encourage parents with English as an additional language (EAL) to become involved within the setting and ask whether what is used at home can be followed in the setting also. Previously we have helped those parents with completion of paperwork when required.

The layout of the room is flexible and meets the needs of children with SEND. All units are at child height and accessible to all for continuous provision.

Various symbols, pictures and signs are on display around the setting to support children in their choice of activity or resources to be used. Photos and labels are displayed at the front of boxes so that it is easy to see what these contain. The setting is well stocked for children of all ages and any additional equipment required could be sourced from other agencies.

The outdoors has the provision of an even tarmacked area and some grass and natural areas that are uneven. However, planters are situated in raised beds for growing herbs and vegetables, creating a sensory outdoor environment. We have use of the school playground including the conservation area. Resources are provided outside on a daily basis and can be chosen and adapted to suit the needs of the children attending the setting.

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?
- 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

The exceptionally qualified and experienced practitioners work together with the individual child and their families to identifying any early intervention required. A baseline assessment is carried out in the initial weeks of starting at the setting. Ongoing regular observations, completion of the 2-3 year old check and tracking their progress through the EYFS. The key person completes a file for each child, which monitors the learning and development in co-operation with the parents/carers. These documents are evaluated and reflected in the planning, for next steps.

First contact is with the child's key person and then the Supervisor. However if more formal conversation is required, we offer an open door policy and are available at a time convenient for you. Twice a year the setting invites parent/carers into nursery to discuss and identify strengths as well as any concerns and appropriate next steps are discussed and action taken where necessary. This for example could involve the key person targeting a specific area of development – see attached example of targeted learning plan (TLP).

We follow the setting's SEN/Inclusion policy and identify the graduated response.

- Decisions are made jointly with input from the individual child, parent/carers, key person, Manager, SENCO and outside agencies e.g. Health Visitor, Inclusion Teacher, GP, Speech & Language Therapist.
- With strong communication with all above parties mentioned. The SENCO co-ordinates all meetings and keeps all update via email/letter or face-to-face as to ensure that all are kept informed of all events involving this child.

We use provision mapping to identify ways in which children can be supported.

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

Our setting works within the EYFS framework. All practitioners use Development Matters and Statutory Guidance from the EYFS to plan provision and activities for all children. All 7 areas of learning are covered and there is wealth of resources used to enhance the provision, which comes from children's individual needs and interests.

Activities and provisions are adapted to suit the needs of all children and differentiated depending on the children's age or special educational needs. On parent's evenings an information session is always provided at the beginning to inform parents what the EYFS entails.

All children are able to express their views, usually with assistance from a practitioner, either by drawing or actually showing their emotions. This is documented in their child's file with photographs, drawings and significant comments.

See Provision Mapping for more details.

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

We ensure that all resources are developmentally appropriate for age and ability and we use our provision mapping to help us identify the resources and activities available to support children's needs.

We liaise with outside agencies and parents, especially when introducing a new topic in the setting.

All practitioners are encouraged to work with external professionals who visit children in the setting, some have more experience of this than others, but is fully supported by the SENCO. We provide additional support flexibly using supernumerary staff if this is appropriate.

We go on trips and outings in the local area, all children are included. Risk assessments are conducted and reasonable adjustments made where necessary.

Parent Questionnaires are completed annually giving us feedback, mostly positive comments and any negative comments can be discussed with individual parent/carers concerned. We then publish the findings of the questionnaires on both the website and in setting.

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

Review TLP's 4-6 weeks

EHC Plans reviewed 6 monthly

Half-termly assessment tracker updated - Our tracking system shows the areas of development of each unique child, also perhaps areas that development that need further enhancement.

CAF/TAF Meetings when required.

Consultation with future primary schools.

Parents will be invited to all reviews regarding their children.

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

Prior to starting with us children are invited to attend our setting for settling-in sessions. Many documents are completed enabling us to get a true picture and background of the child and their family.

The key person will talk to the parent about the child's preferences and needs.

A transition document is completed for all children transferring to local primary school. We encourage primary reception teachers to visit us to observe children in our environment, prior to starting school.

We attend many events at school throughout the year such as sports days. Being on the school site we can accompany children to their induction days. Each year we work closely with the school in order to make the transition as smooth as possible.

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 of our practitioners are qualified, experienced and inducted in the following roles;

Manager/Owner Level 6

Supervisors – all qualified to Level 3

Foundation Degree Level Practitioners

Qualified Teacher

Childcare Practitioners

Childcare Assistant

Childcare Apprentice

Work Experience

Lunchtimes Assistants

Training Courses – see staff files in setting.

For example; English as an additional language, Speech & Language, all staff have up to date First Aid.

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 setting can be contacted at anytime on 01253 882171 or info@carletonchildcare.co.uk. Contact can be made by telephone, email or home diary. Privacy is always available by use of the setting office for confidential meetings.