



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Sunny Beach Day Nursery**

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:

INSERT LINK HERE

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.SENReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Sunny Beach Day Nursery		Telephone Number	01235 716004
	19-33 South Promenade Lytham St Annes FY8 1LX		Website Address	www.sunnybeachnursery.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:	
	X			
What age range of pupils does the setting cater for?	0-8 years			
Name and contact details of your	Emma Pearson 01253 716004			

setting SENCO	
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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	Joanne Johnson Nursery Manager		
Contact telephone number	01253 716004	Email	info@sunnybeachnursery.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			
Name		Date	

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

Our setting is a full day care setting. Places are available for children from 3 months to 8 years. The setting is open Monday – Friday, 8.00 am until 5.30pm, 51 weeks of the year. The nursery is also closed on Bank Holidays. The setting is registered to take 9 children under 2 years, 20 children 2-8 years.

The setting is organised into two age groups, a 0-2 facility on the lower ground floor and the 2-8 on the ground floor. However this is a flexible arrangement depending on the needs of the children.

In addition to their roles of Managers, Supervisors and nursery practitioners, the staff are also committed to other responsibilities such as nominated safeguarding officers, SENCO, parental involvement co-ordinator, behaviour management and an ENCO.

The deputy Manager is an integral part of the setting. Her main role is to oversee the planning of the setting and support the staff in their knowledge and implementation of the EYFS. The deputy also supports the nursery manager in the management of the business aspect of the setting. The nursery manager has overall responsibility for the setting.

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 setting is based within the Dalmeny Hotel, although it is privately owned. The front access

to the Hotel has ramps and wheelchair access, this then leads through to the nursery. The play area is on the lower ground floor and is wheelchair accessible via a lift in the Hotel reception. There are three accessible car parks, one at the front of the Hotel, one at the rear of the Hotel and one underground.

There are two entrances to the Hotel building, front and rear. The rear entrance is accessed via a buzzer/intercom system linked to the Hotel's reception desk and leisure centre, but is only accessible to nursery via a set of stairs. The front entrance is ramped and accessible to all.

There are two accessible toilets within the setting but also a multi-toileted facility just around the corner from the nursery rooms.

There is a cupboard on the corridor that the nursery is situated on, this is storage for pushchairs should parents choose to leave them behind. It is also storage to nursery's single, double and triple prams which are used for taking the younger children out into the local environment.

There is a staff information board on the wall outside the nursery and a parents information board inside and just outside of the nursery. These contain information about the setting, staff, some policies, certificates including Ofsted registration and insurance. We also include information from the local children's centre, the nursery menu and current healthcare advice.

The rooms

The rooms are illuminated with a strip lighting and spot lights, with natural light coming through the five windows on the same side of the room. The walls are all painted cream with several display boards mounted on them at adult height. The display boards are backed and bordered in bright colours.

The floor is part carpet, part lino with rugs used in certain areas to make comfortable areas or section areas off.

All of the furniture in the 2-5 years room is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs.

In the 0-2s room there are low wooden benches with a table along with highchairs for mealtimes. There are two cots permanently up with two travel cots in case required at the same time. Cushions, baby bouncers and swings are used to make soft, comfortable areas.

Resources are suitable for children under 2 years and include toys that light up, flash, vibrate and make sounds. There are treasure baskets and sensory bottles and lines for the children to explore and support their play.

In the 2-5s room, which is a large L shaped open plan room, there is a messy room which has tables and chairs, the chairs are various sizes. We have a separate sand and water tray, craft area, writing/drawing area and malleable area. The ICT area is also in here. Our resource boxes are all picture and word labelled. The resources are all age appropriate, however toys and resources can be borrowed from the 0-2 room if age appropriate. The computer table is low for children's use and a white board hangs on the wall at child's level for them to practice handwriting. There are lots of prompt posters around the room. The bathroom is also off this

room with two toilets and hand basins and nappy changing facilities.

In the other part of the room is the book corner, home corner and quieter play areas. The resources are organised into areas of provision and rugs and people dividers help cordon off specific areas. This part of the room has two large carpeted areas also.

The Outdoors

The outdoor environment consists of a small artificial grass area, a large barked area containing a small adventure playground. There is a sandpit built into the ground that the children can climb into. The main playing space has a car track, hopscotch and large coloured shapes printed into it in a soft absorbent rubber.

The main floor space is soft and even for children with either walking frames or wheelchairs. The artificial grass area is generally flat. We have potted plants that the children care for and a bedding box of flowers.

A fence is around a small part of the garden in front of the doors and windows of the baby room. This ensures they have a safe place to play and can still access similar resources than the older children. We have many cars, bikes and scooters, a tepee book area and writing/painting/chalking equipment attached to the fence. There is a digging and water area too.

Resources from the indoor environment can be taken outside by the children whenever.

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 learning and development is assessed on entry to the setting using a tracker which is continued and assessed at the end of each term. Their development is closely monitored by their key worker and a learning journey is set up which includes observations and comments tracking their progress. We also complete a two- three year check so this should highlight things that we may find concerning. The children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. All children's key workers are available to chat to parents at either drop off or pick up time. We also make parent appointments three times a year to discuss your child's progress along with any concerns. This is also a great opportunity for parents to ask any in depth questions and get the chance to look around the nursery at art work, topics and activities the children have been enjoying.

If a parent thinks their child has SEN they should speak to their child's key worker or the settings SENCO or nursery manager who can advise them who to speak to. If a parent wants to arrange a time to speak to their child's key worker they should ask them and the key worker will liaise with the deputy manager to be released from the room at a convenient time.

The manager and SENCO have regular meetings with the area inclusion teacher and can always phone for advice and support. The area inclusion teacher will often make appointments with us to keep us up to date with new information and support available for the children. We also work closely with the local health visitors and they is often available to assist us.

On the back of the nursery door we have a suggestions box and also a display board offering parents information which may help to support them and give hints and tips for at home. We display speech bubbles in the welcome area each week informing the parents/guardians what we have been learning about.

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 frame work of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. All children in our care have a key person. It is the role of the key worker to communicate and build a strong bond with parents in order to meet each child's needs and to encourage them to achieve their full capability. Liaising with parents also gives us the ability to support learning at home through communication books, the nursery mascot and home books and resources that are offer to parents to loan at any time or if the key worker feels it would support the child at that given time of learning.

In our setting we provide termly reports and information appointments which introduce parents to the EYFS and give them some understanding as to what their child is achieving and learning. The appointments are also a great time for parents to build their own skills giving them ideas to take home to support, encourage and develop their child's learning at home.

Children are encourage to express their own views and recent interests through their busy books and all about me books, they are kept in the mark making area giving the children easy access to them at all times and often used as a group time activity for the children to draw or mark down their feelings.

Key workers of the children provide a weekly planning sheet including possible lines of development and next steps. The EYFS is used to support and plan activities for the children and helps develop both prime areas and specific areas of learning.

In the 0-2 age phase the prime areas of learning and development are the main areas to focus on and build learning around. The prime areas consist of :

- Communication and language
- Physical
- Personal, social and emotional

In the 2-5 age phase the prime areas remain important and key to all learning and development but the specific areas begin to merge to help build an overall balance with supporting the child's characteristics of effective learning also. The specific areas consist of:

- Literacy
- Understanding the world
- Expressive arts and design
- Mathematics

Practitioners plan and adapt activities to meet the needs of all children in each age phase. For some children continuity and routine is very important, for others a greater level of differentiation is needed. Practitioners are sensitive and understanding to the developmental needs of the children in their care. Children with additional or special educational needs are offered the support they need and are able to access all areas of the setting in a way that is appropriate to their needs.

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

Each room in the setting is provided with resources that are appropriate for that age group of children. We ensure that we have resources that overlap with the ages this is to ensure effective development and learning for all children at all learning stages and ability. We use different planning techniques to help us identify some of the resources and different activities available to supports every child's needs. We often share resources between the baby room and outdoor area as some children identify equipment they work prefer to use or play with alone and in a group. A nursery topic is chosen each month we do this by focusing on a specific interest of the children or the topic is focused on a festival/season. The topics help us to learn about how a child developments, what resources supported them and their characteristics of effective learning.

All practitioners are encouraged to work with a number of professionals such as speech therapists, local children's centre and area SENCO ect. For some children it may be the case that at specific times of the day they require one to one attention or addfitio0nal support with an activity. As a team we work strongly together to make this adjustments.

We often plan local trips, walks and visits from the local community. Such as dentists, firefighters, nurse and many more.

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

When a child is due to start attending our setting we offer the parent and child settling in sessions free of charge. They are normally between 9-12 and 1-4 this is to avoid any meal times and dinner breaks that may unsettle the child. The settling in sessions help both the parents/guardians to create a bond with the team and the key worker. The settling in sessions also help the child to feel secure in a new environment and with unfamiliar people. The parents are able to stay for as long as they wish to help us to settle the child and to build an understanding of the child's interest and capability.

Before a child attends their settling in sessions we require the parents/Guardian to fill in all necessary paperwork in order for us to include the child in all outings and activities. Along with the paperwork

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

The nursery Manager is level 5 qualified with a foundation degree, as well as NVQ level 2 and 3. The deputy manager is level 4 qualified as well as a level 3 Diploma. All other staff are level 3. Both room leaders are level 3 and currently doing NVQ level 3 in team management.

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

Our Nursery is easily contactable, we encourage you to ring the nursery any time of day between opening hours. Our answer machine is also regularly checked by both the manger and deputy. We often have many emails requesting information we aim to respond within the working day. Due to our setting being located in a hotel, reception can also be contacted and they will pass all messages on to us and if an urgent matter the hotel will contact the manager on an out of hours number.

Our setting operates an open door policy. This means any parent or guardian can visit our nursery for information and visits and they will not be required to book appointments to do so. We value our customer service and strive to be as flexible and accommodating as possible.

We use nursery diaries everyday so all parents have the information they need about their child's day with us. At drop off and pick up time all children are moved away from the door area and two members of staff welcome children beginning their session and see home any children waiting to be picked up. This is a perfect time for any questions or queries to be made.