



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Little Shrimps Day Nursery

The Setting

Little Shrimps is a setting offering full day care for children birth to five. The setting is open between the hours of 8.00am – 6.00pm Monday to Friday excluding Bank Holidays and Christmas. We are registered for 30 children. These are divided into 3 age groups 0-2, 2-3 and 3-4. Numbers within these groups can be flexible dependant on demand.

This is a large Victorian house with the play rooms situated over two floors. The ground floor accommodates children under 3yrs. Children over 3yrs are accommodated on the first floor. We offer a small homely environment where the staff have the opportunity to get to know the individual child well. Like other settings we work to the key-worker system, but because of the unique nature of our setting, children, staff and parents work in close conjunction with each other.

All our food is prepared on site with regard to healthy eating practices. We will try our best to provide for most dietary requirements particularly if a medical need has been identified. The children have the opportunity to play in our garden area regularly. This is accessible to all children however there is a raised veranda with activities set up for children aged 3+ and is not suitable for the younger children because of the nature of the activities.

We have two senior members of staff responsible for Special Needs(SENCO), Behaviour and Safeguarding issues.

Accessibility and Inclusion

The setting is situated on Thornton Road which is a quiet residential road. There is no private parking but parents are able to pull up close to the nursery gate for drop off or collection. There is a small area set aside by the gate for a few buggies or car seats. Space is very limited and parents are requested to fold and protect them from weather.

The nursery is protected by an electronic entry system with secure fencing. The garden and ground floor are accessible from a sloped entrance. There is a 7” internal step including high visibility strip in the entrance hall. However the first floor is only accessible by a flight of 18 steps including a landing two thirds of the way up.

Toilet and changing facilities include 1 disabled toilet to the ground floor with a “Baby Point” changing table for children under 3yrs or under 25kg. The first floor houses 2 individual low level toilets contained in separate cubicles and two low level hand wash basins.

There are parents information boards in the entrance hall and leaflets are also displayed that may be of interest. In this area we also have copies of our policies and procedures, information from

other agencies and the local children's centre.

We would be willing to make policies and procedures available in audio or large type if required or would be happy to explain all our policies and procedures upon registration.

The rooms that the children use are light and airy due to the large bay and sash windows. There are curtains and soft furnishings in each room and the floors are covered with floatex with an additional non slip vinyl area for water and messy play. Each room has a comfortable area with cushions rugs or a sofa.

Our current access action plan included the redevelopment of an external sensory area which has now been completed. We are also in the process of including a veranda area to include new water, music, large construction, small world and a fairy garden for the use of children over 3.

Identification and Early Intervention

The early years foundation stage underpins and guides all our children's learning and development. We constantly monitor, assess and observe the children, then provide activities and learning situations which are developmental and age appropriate. Our children's records include Record of Progress in which we track their progress and development. This highlights any additional needs or support required. This together with the child's Learning Journey gives a clear overall picture of the child's progress which we then share with the parents. This helps particularly if a child is showing any signs of delay. We encourage all our parents to share and discuss any issues that may arise and have an open door policy. It may be necessary to make an appointment with the child's key worker at a mutually convenient time if privacy and a more lengthy discussion is required. We feel it is very important to track the child's milestones and at approximately 2 years we complete a 2 year progress check. When we do have concerns we pool our own expertise, discuss any issues with parents and then seek advice from other professionals, including the Special Educational Needs and Disabilities team, the IDSS inclusion teacher, speech and language therapists and any other professionals as appropriate.

We work within the EYFS framework focusing all our teaching upon our observations of the children. The children's play, behaviour and development provides us with valuable information to guide us in differentiating all work to an appropriate level for each individual child regardless of special needs.

The EYFS starts at birth and continues until the end of reception year i.e. birth to five. There are four themes these include:-

A unique child, positive relationships, enabling environments and learning and development.

There are seven different areas of learning and development with separate goals for each area. The three prime areas are based on personal, social and emotional development, physical development and communication and language development. The four further specific areas deal with literacy, mathematics, understanding of the world and expressive arts and design. The Early Years Foundation Stage document can be found on the government website [www.....](http://www.gov.uk)

On admission we work with parents gathering information which includes their child's current level of development. During the first month we make further assessments and observations which indicate their current level of development. This information is transferred onto our own tracking system, which is then updated regularly. We feel this can highlight any problems at an early stage enabling us to intervene if necessary.

We offer meetings at strategic points, however because of the small homely nature of our setting children's progress is discussed informally on a daily basis, staff and parents have the opportunity to work side by side.

Although each child has a key person, because the nursery is small the senior staff with responsibility for SEND and behaviour management take an active role with all children. If staff have specific concerns about a child they will, with parental permission, request advice from the Inclusion and Disability Support Service through a Request for Guidance. They may also apply to the Early Years Panel for additional support within the setting for the child and for advice from an Educational Psychologist if necessary. Staff also, in consultation with parents and specialists, write the Targeted Learning Plans. (These plans identify individual targets to meet the child's needs.) They may guide parents towards any other available support e.g. speech and language therapy or Children's Centres. Practitioners increasingly involve children in listening and speaking activities where children are encouraged to find their voice and share opinions.

The SEN policy and other policies are available within the setting on request.

Teaching and Learning Part 2 - Provision & Resources

Although, whilst we would be willing to make reasonable adjustments, the building is a Victorian property and this would limit any major changes.

We are well resourced because of the nature of our nursery, we have developmental toys from birth to 5+, this enables us to utilise toys and equipment out of age where necessary and can offer flexibility between rooms accordingly. Between our current staff we have many years of experience working with a wide range of age, ability and needs.

Additional Educational Needs funding is used to purchase additional resources or provide extra staffing, this is according to available funds and the needs of the child.

Reviews

In addition to daily observations and discussions with parents we offer opportunities for parents to discuss their child's progress.

We track children's progress rigorously using staff knowledge to record observations both formally and informally. These observations feed into our record of progress which is shared with parents.

Information from this can then be passed on at transition to schools, other early years settings and movement between rooms.

Parents of each child are given a copy of our daily sheet to inform them of the days activities. Any concerns are discussed as they arise.

Where a need is identified the nursery or other professionals will discuss a CAF (Common Assessment Framework) or a TLP with parents with full and open discussions with all parties involved.

Transitions

On admission we discuss in detail the child's needs, stage of development and place within the family. We feel this is an important part of us getting to know and understand the family unit. If time allows we are willing to make home visits to support both parents and child as we acknowledge that this can be equally difficult for all those concerned.

We are able to offer a settling in period and suggest that children initially stay for a limited part of the session increasing as they become more confident. Because this is a small setting and the children are known by all staff we are able to offer a smoother transition when the child is ready to move rooms. At the end of the academic year transition to school is a high priority and we focus on the child to prepare and enable them to be ready for their next big step. To this end we welcome visits from their prospective school teachers and pass on any valuable information, for all children, but especially those where a need has been identified.

Staff Training

Because we are a small setting we have decided in the best interest of the children to employ only staff who are qualified to Level 3 or above. We will however offer relevant work placements to students training at all levels. Staff qualifications range up to qualified teacher status. In our recruitment process we try to employ a wide range of expertise. We identify needs and offer relevant staff training when possible. We seek advice and support from external professionals. Their input is highly valued by us in all areas. We access LCC training and we use e.training to support any additional requirements or changes in legislation.

Further Information

We are more than happy to discuss any issues with parents or other professionals. We have an open door policy. In the first instance parents should discuss their child with their keyworker (this is the practitioner who cares for your child on a daily basis). We are always happy to take time to chat to parents at “drop off” or “pick up”. For any further concerns parents should contact either senior managers both of whom have responsibilities for SEND, Safeguarding and Behaviour Management. This can be done directly through the nursery, or by letter or phone. If the request is to speak to a member of staff in a more confidential situation it may be necessary to make a specific appointment, but we will always be happy to do this.