



SEN and Disability
Local Offer: Tiny Treasures Morecambe

www.lancashire.gov.uk

The Setting

Tiny Treasures and Pre-School Ltd is a family owned nursery and offers full day care for children aged 0-5 years; we cater for 12 children aged 0-2 years and 40 children aged 2-4 years. The children are split into 2 age ranges with a 0-2 area and an area for children aged 2-4 years. The nursery has a fantastic woodland outdoor area with a sensory path and we are also near local parks. We are open Monday-Friday 8.00am till 6.00pm for 51 weeks a year closing on Bank Holidays and for one week at Christmas. The nursery is conveniently situated on Lancaster and Morecambe College grounds on the suburbs of Lancaster close to Grosvenor Park Primary School, and Torrisholme Primary School. The managers are Joanne Steel, Lyndsey Hunter and Kerry Maude. We have named Room Leaders, Special Educational Need Officers (SENCO's) a parental Involvement co-ordinator (PICO) an equality named co-ordinator (ENCO and a Behavioural coordinator at the setting.

Accessibility and Inclusion

Tiny Treasures Nursery is situated in the grounds of Lancaster and Morecambe college with plenty of parking spaces and a specific drop off point for nursery users only. The building is open plan and provides space for a wide range of activities for children. We have an outdoor space for children to play safely in and to experience high value learning opportunities. Our outdoor area consists of a lawned area, a barked area, a gravel area for digging, an area for growing/planting and a sensory path all in beautiful woodland surroundings. We are also close to local park areas which provides opportunities for observation of nature, exploration and development of gross motor skills.

Tiny Treasures has:

- Wheelchair access at both entrances and wide doors to the rear.
- Play and exploration areas all on one level.
- Disabled toilet facilities are available and toilet areas are at low level.
- Changing facilities for babies and toddlers.
- Easy access to outdoors, with a spacious, safe and secure outdoor provision.
- Low level table chairs and furniture.

Tiny Treasures Nursery offers accessible provision:

The rooms are open plan and well organised, with freestanding wooden furniture giving scope to move areas around if required. All resources, such as toys and books are accessible to all children. The butterfly room (2-4 years) is organised into 7 continuous areas of learning and development. All resources are labelled with photographs and most shelving is shadowed. The Caterpillar Room (0-2years) is mostly carpeted with a hard floor area for eating and messy play, with areas for heuristic, imaginative, construction play. It also has a sleeping area, cosy area and a sensory room. The outdoor area is well resourced and accessible and allows for the continuous provision areas to be further established outdoors We provide opportunity, resources and support for children to learn through their play. All policies are available via the website. Printed copies are available on request and can be printed out on different sized fonts depending on individual requirements.

There are no Braille or audio copies, however management and staff gladly talk through each policy if required. For additional languages, electronic versions of policies, newsletters etc can be sent in order for them to be translated into the desired language. Practitioners learn key words for all languages required at the setting. The nursery has currently purchased books and baby books in Polish as the nursery often has several Polish children in attendance and we have plenty of dual language books. The nursery welcomes parents to come and discuss their child's individual needs. The nursery has many displays around the nursery and in the hallway displaying information for parents and offering stimulating natural displays for children.

Identification and Early Intervention

Tiny Treasures Nursery believe it is really important to identify children with special needs quickly so that they can make as much progress as they possibly can and reach their full potential.

We identify children with additional needs through:

- Information gathered at registration and induction.
- Observing the children in their play.
- Learning Journals to track development.
- Assessing stages of development, through termly reports and in particular 2-3 year check.
- Provision maps that highlight areas children are on target with, slightly behind or struggling. There are three waves of provision mapping: - Universal High Quality Early Years Provision - identifies what the nursery provides for all children. - Catch Up Intervention - is for children who require a little bit of extra input in a specific area. - SEN Support Provision - is for children who require more specialised or intensive intervention.
- A Key worker system that encourages close relationships with parents and children. Our SEN Policy and the graduation response system. Key workers identify which children need support due to their observations, assessment or CAF and speak to nursery SENCO.
- The Open-Door Policy where there is always someone available to help.
- We encourage parents to look at and contribute to the children's learning journals.
- We Develop good links with other agencies such as the local Childrens Centre, Portage, Speech and Language Therapy, the Inclusion Teacher, health visitors and the Educational Psychologists etc.
- All staff attend regular training sessions and all practitioners have been trained in the Level 1 CAF.

If concerns are raised, parents are informed immediately the of concerns. For minor concerns Targeted Learning Plans (TLP's) are put into place. TLP's identify which areas need help and what the nursery and parents can do to help a child improve. If children fail to progress after a Targeted Learning Plan or ourselves and/or parents have major concerns a Request for Guidance will be sent to the Inclusion Teacher for support, Parents are fully involved in this process throughout. Joint decisions will then be made between the parents, Key-worker, SENCO and any other professionals as required.

Teaching and Learning Part 1 – Practitioners and Practice

Teaching and learning are at the utmost importance of everything we do at Tiny Treasures Nursery. The Early Years Foundation Stage curriculum is delivered through a balance of adult led and child initiated activities and is embedded throughout the 7 areas of continuous provision. We work very hard to provide a warm, nurturing learning environment for our children and all staff are trained or training towards at least a Level 3 in childcare.

The Early Years Foundation Stage is an inclusive framework and meeting the individual needs of all children lies at the heart of the EYFS. One of its stated aims is to provide for equality of opportunity for every child and states that "All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development." (Statutory Framework 1.15)

In each area of learning and each stage of development, support materials such as Development Matters, Look Listen and Note, and Effective Practice, assist practitioners in promoting the learning of young children who may be developing more slowly or who may have individual patterns of development for whatever reason. By extending ways of working through additional or different approaches, and planning for smaller steps with longer periods of consolidation, young children can experience a rich and challenging learning environment through the EYFS. Key-workers use these materials when planning activities for their key children ensuring that each child's needs are met continually.

The manager is also one of the nurseries SENCO (Special Educational Needs Co-ordinator). This ensures that she has a good working knowledge of all the children in the nursery and is always available to staff and parents for advice and support. Our PICO will ensure parents are fully involved. The nursery environment is attractive, stimulating, inviting and fully accessible. The areas of continuous provision are fully accessible, well-resourced and kept interesting through the use of enhancements. Children's progress and development are monitored through use of the 2 year old check, baseline assessments, end of term assessments and through parent and key worker progress meetings. Our planning for learning system ensures that activities are differentiated for children according to their age and abilities. We ensure that all our children's needs are met through Provision Mapping. Once children are identified as having an additional need the SENCO draws up a Targeted Learning Plan (TLP) along with the child's key worker. This is reviewed every half term and new targets are set as and when necessary. This process is supported by review meetings with parents every half term. These meetings enable us all to work together to make plans to help the children make progress. We have close links with the local Childrens Centres and we encourage parents to access the courses and sessions on offer there. These can be found on our notice board or in a newsletter. We encourage the children to express their views about their learning through the use of pictures or child questionnaires depending on their understanding and children's likes, dislikes and interests are recorded termly in their Learning Journeys. The majority of our information regarding children's views comes from close observations of their play and interactions. Children's specific interests are used in our planning to develop their learning. Parents are also asked to contribute to their children's Learning Journeys through using our focus child sheet to inform us of there childs specific interests, celebrations and experiences.. Parents can also contribute photos and observations onto our online Learning Journey system.

Parents can access these documents at any time at home by using a secure password. Parents can only see their own child/rens information which includes, photos, observations and assessments. Parents are also asked to comment on reports and assessments and are included in producing the initial Baseline assessment. This is all explained to parents on induction.

Teaching and Learning Part 2 - Provision & Resources

At Tiny Treasures Nursery we have a variety of resources to support children with special educational needs such as sensory lights, sound games, sensory balls and we are willing to purchase any resources the child's key-worker requests to help the development of their key-child. This is done through staff meetings and staff supervision times. Managers offer a termly budget for new resources or replacement of old resources, a list will be compiled and then purchased by one of the managers. The manager will also purchase equipment/resources/training for children receiving EYPP. Children in receipt of EYPP will each have a file stating what their EYPP money has been spent on such as resources according to their interests, or to develop and support them in any areas where they might be struggling.

Staffing is worked on a 4 weekly basis, we like to work at least one member of staff over ratio per day. This allows us to cover for sickness and holidays without any major changes, allowing the children to feel more secure with familiar faces. On the odd occasion we need to bring in another member of staff we will use any part time staff in the first instance or tend to keep to a small number of supply staff.

We use staff meetings to identify vulnerable children and make plans for all of the children's learning in order to provide a consistent approach. We pay particular attention to children's wellbeing and involvement, with key workers regularly monitoring their key-children's wellbeing and involvement on a weekly basis. We often work with outside agencies such as Portage, Speech and Language Therapy, our Inclusion Teacher, and our Educational Psychologist. We can access support through the Local Childrens Centre and their linked services. We always strive to do the best we can for every family and child. We do not have any specialised staff although as a nursery we have experience of dealing with children with complex and behavioural needs, hearing/vision difficulties and children in the Autistic Spectrum. Staff have knowledge of basic baby sign and are willing to attend any training courses that are required to support any child's needs.

All Children are included on all trips and risk assessments are carried out before hand to highlight any potential hazards for the children and highlight how we can overcome and minimise those risks in order for all children to fully take part. Just as we differentiate for children in our planning so that all children regardless of age or ability can take part in the activities provided. We make reasonable adjustments where possible, focusing on solutions rather than problems. Parents are involved in reaching these solutions. Parents are involved as partners in learning and are given ideas to help their children learn at home, through progress meetings, daily chats or through newsletters. Parents are also invited to spend a session at nursery with their child to observe their child at play and see how the nursery works. Also through our Open Door Policy we are available to help and listen to ideas and suggestions. We send a termly newsletter home, and parents are invited on any outings or to any events such

as Christmas party, Nativity etc. We also occasionally provide talks for parents on aspects of the Early Years Foundation Stage (EYFS). We pride ourselves on being a fully inclusive setting and will no matter what take any child of any culture/special need/disability or faith and are always willing to adapt our setting to fully provide access for all children to play and learn in a nursery setting.

Transitions

Home to setting:

Once children are booked into the nursery, we arrange settling in sessions for the children to attend 2 weeks before their start date. These sessions can last anywhere between 10 minutes and an hour. We do not charge for these sessions and children can attend as many as needed. Parents are asked to attend an induction meeting with one of the managers on one of their child's settling in sessions. To help with the settling in process we ask parents to fill in an All About me informing us if their child likes, dislikes favourite things and routines. Key-workers will use this information to support the child upon settling.

Room to room transitions:

When a child moves up from one to the other, the child will begin settling a couple of months before they officially move, these will begin with hourly visits with their key worker to full morning/afternoon sessions with their new key worker. This ensures that children will be fully adjusted to their new room and the different practitioners before they are officially ready to move. Generally children will move up on their 2nd Birthday depending if practitioners and parents feel they are ready. Sometimes we may keep them back in the younger age group if socially or physically are not yet ready eg: not walking, or prefer smaller groups etc. In this case we will move them up once your child is able to do so safely and most of all happily.

Transfer to another setting:

If a child moves to another setting then we will pass on all information such as learning journeys, and trackers etc to the new setting.

Transfer to primary school:

We either have organised informal visits to our local primary schools in the summer term for children who will be transferring to reception in the autumn term or teachers will visit the children in nursery and speak to their key-worker. Transition reports are passed on to your child's chosen school during the summer term. These highlight the stages and ages of development if your child in each area and highlight strengths and interests. This information helps the reception children to gain an insight to your child before they start school and how best to support and interest them during the first few weeks of school. We also have a roleplay area and books for children to explore 'going to school' during the last term. For children with SEN, meetings with the school SENCO, reception teacher, nursery SENCO, keyworker and parents will generally take place to discuss how best to support the child once in school.

Staff Training

Staff qualifications At Newlands Nursery two of the managers have Foundation degrees in Early childhood Education and all of our practitioners hold or are working towards a level 3 or equivalent.

Within our nursery we have staff who have completed the following training courses:

Paediatric First Aid Managing Behaviour Safeguarding and Child Protection Level 1 and 2. CAF Training Health and Safety Training Food and Hygiene Training Manual Handling Hoist training Behaviour Management Training Prevent Duty Training.

Online training programs through (BESD) the Inclusion Development Program have been accessed by practitioners in relation to supporting children on the Autistic Spectrum, supporting children with behavioural, emotional and social difficulties (BESD) and supporting children with speech, language and communication needs (SLCN). We also have access to an online Training program (Noodle now) which staff can log onto and complete whatever training they are interested in. We are also willing to undertake any specialist training should this be required.

The nursery also holds a 'Step into Quality' accreditation.

Further Information

Parents are always welcome to talk to their child's key person or managers at any time if they have any concerns. We also have a procedure for dealing with complaints, please see policy on website or ask to see nursery copy. Anyone involved with the child has a role in their education such as Key-worker, parents/carer, grandparents, SENCO or any other professionals. Contact can easily be made with staff through phone calls, emails, diaries or face to face.

For further information please contact the nursery managers/owners Joanne Steel, Kerry Maude and Lyndsey Hunter on 01524 36992