



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **DOODLES 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.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Doodles Day Nursery		Telephone Number	01257 262567
	2 Harrington Road		Website Address	doodlesdaynursery@btconnect.com
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
What age range of pupils does the setting cater for?	0-4 years			
	4-11 years holiday club			
Name and contact details of your setting SENCO	Kerry Parkinson and Joanna Jones			

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	Kerry Parkinson Manager/Owner		
	Joanna Jones Nursery Practitioner		
Contact telephone number	01257 262567	Email	doodlesdaynursery@btconnect.com

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	EY435720		
Name	Kerry Parkinson	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

We are a private day nursery in a big converted house, close to the town centre. We offer a really homely caring environment for the children. We are on 2 levels with a lovely sized garden/play area outside. We have 4 rooms, baby room 0-18 months, Toddler room 18-2.5 years, Infants 2.5 – 3.5 years and pre-school 3.5 till school. We also offer holiday club. All meals, snacks and drinks are provided. Music, dance and drama are all included.

We have well qualified staff who are all level 3 and above, 5 staff have degrees and everyone is CRB cleared, first aid, CAF, safeguarding and food safety trained.

All children have a key person who they have formed a special attachment to.

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

Doodles is a two storey building with stairs separating the two levels all of which are highlighted with edge strips and hand rails to each side. We have ramp access to the front of the building with parking on the premises and roadside. There is wheel chair access throughout the ground floor level with access to the garden. We have a disabled toilet that can be accessed on the ground floor and child accessible toilets in each room as well as changing facilities. Each room has an open plan layout which allows access with wheel chairs and enough room to use specialist equipment in which we have already gained experience with equipment such as squiggle chairs, walking frames and langham steps. We have height adjustable tables to ensure inclusivity at meal times and in table based activities, as well as having resources on reachable levels for all children. All our resources are clearly picture and word labelled throughout the setting and is provided to suite each individual child according to their own individual learning and development.

We are able to provide information in any way suitable for each individual whether this is letters with larger print or translated in to another language this can be arranged as we have experience in working with bi-lingual families previously and provided a lot of translated resource labels and signs around the room. Verbal communication is available morning and evening with staff and throughout the day as we have an open door policy which enables any parent to come in to setting at any time whether it be to discuss their child's development or just to see them play and learn.

Each room in the nursery is risk assessed daily however we will risk assess on new situations as they arise for example new equipment and will arrange inclusive options that will suite each individual.

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

Each individual child is observed and monitored according to the EYFS (early year's foundation stage) curriculum. This is done through observation of significant moments and development a child may show us through their play with in setting. When an observation is complete that individual will be planned for accordingly and will be tracked according to the ages and stages within the EYFS. If a child is tracking below for example their age is 44 months and they are tracking at 22-36 months, this area of development will be monitored by their key person and more frequent observations will be made to see if the child may need extra support in that area of development. If we believe that a child does need extra support we will ALWAYS communicate this to our parents and carers first before taking any further action. Your child's key worker will be available daily to address any concerns they or you may have concerning your child's development and well being in setting and at home and are well trained in the curriculum to spot developmental delay as soon as it arises and will follow the correct procedure to support this with your continuous involvement.

All of our staff working with under 3's have been trained in detecting early speech delay and supporting parents with a child with speech delay. As well as this all our staff are at least CAF 1 and all have experience with working with a speech therapist and an inclusion teacher. The nursery's Special Educational Needs Officers have gained experience working with many outside agencies such as specialist schools, portage workers, health visitors, physiotherapists and educational psychologists along with parents and carers.

If a child is seen to have a delay this may be worked on within setting with targets to be set and met then reviewed or in other cases with the help of an outside agency. If this is the case we will request a parents' permission and involvement throughout the process to follow.

If a concern is noticed at home this can be spoken about with your child's key worker at any time and they will observe and follow the same process as when a concern is brought up in setting. We will offer continuous support throughout any process a child may go through and will continuously support that child's individual needs

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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).
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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?

Key worker may raise concerns discuss with parents if parents have concerns to discuss initially with Key worker.

May come in with identified need CAF or EHC Plan. Health Visitor check.

What you already know – information, circumstances at home, talk to parents, reflect on setting and practice. Differentiation and adaptation to needs. Talk to staff.

Monitor progress via Development matters use early support Links, next steps, check lists, targeted observations, TLP, CAF meetings, EHC Plan 6 month reviews.

Portage, RFG, Rapid Response, AEN funding AIS

Information SEN Policy, PM and Self Evaluation,

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

Teaching and Learning; Practitioners and Practice.

- **The setting works within the statutory framework of the EYFS and Development Matters. The EYFS is split into 7 areas, 3 of which are prime areas and the other 4 are specific areas. These areas form the foundations for children's learning and development. Each room is divided into different areas of provision, 4 areas for the babies and toddlers, and 10 areas for infants and preschool. Each area provides continuous provision, which is also continually enhanced in order to provide children with a range of experiences and challenge their learning. These enhancements come from children's interests, next steps and changes in home life or routine.**
- **Children's development is tracked and monitored regularly to ensure appropriate next steps are provided. Use of the Local Authority EYFS/Early Support Links document to help track, monitor and plan for those children requiring more differentiated support.**
- **A range of motivational resources and equipment are provided throughout the setting to reflect the various ages and stages of development of the children.**

- Children are planned for on an individual level and enhancements to provision in setting are directly linked to the interests and next steps of the children.
- Practitioners ensure that a range of opportunities are provided for children to develop a strong foundation in the prime areas of Learning and Development: Communication and Language, Physical Development and Personal, Social and Emotional Development.
- Significant comments
- Keyworkers know children well and use skilful observation to ensure that they plan meaningful next steps and facilitate and support children effectively to make progress with the support of the SENCO.
- Use of Learning Journeys
- Key person role- knowing key children well, liaison with parents, sharing concerns with parents/SENCO
- Parent information sessions to discuss EYFS/share Learning Journey/Child's progress/plan next steps etc.
- Planned obs – used to observe in more detail areas causing concern and highlight concerns effectively and plan effective next steps
- Enhancement plans
- Child initiate/adult directed
- Play facilitated and extended by practitioners
- Differentiated activities and resources which reflect age/stage of development
- Language rich environment
- Review with parents
- Provision mapping which clearly shows interventions in place for individual children/cohorts of children.
- Where can they find further information/signposting
- Parents informed of a visit being made by an outside professional
- Information sent by inclusion teacher/other professionals shared with parents
- Implementing advice from other professionals and reviewing impact

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

Resources:

We have a bank of resources for all age and ability ranging from ages 0-5. These resources are used according to each child's ability and they will be used in part of each child's individual planning. We have an overall enhancement planning in which we will assess how we enhance our resources and we will take in to account whether they are suitable for all our children and that they are safe. We provide written and photo labels on all our resource baskets to help children that benefit from visual aids.

If needed we are willing to adapt our nursery environment to suit the needs of each of our children, we have done this previously by ensuring there is room for a child's equipment.

How do setting determine what resources are available?

We do regular checks of resources and we buy new ones on a regular basis. We ensure each age group has got a wide variation of resources to suite all abilities and interests. As well as ensuring they are as developmentally stimulating as possible.

In regards to specialist equipment e.g. we would initially liaise with the relevant outside agency that may be able to help us loan this out while the child is in setting with us. If we need to purchase the equipment then we will budget for this with our AEN funding and will ask the relevant agency to guide us to the relevant place to buy them.

When we are on training etc we are often given lots of resource information which will help us in purchasing new resources for each room.

How Setting's funding allocated

Each child age 3 and above is eligible for 15hours free funding per week, we also have some 2 year olds who meet the criteria to also be eligible. 6p of each of the 15hours a child gets will be allocated for SEN (special educational needs). This will be then calculated over the space of a year and will be budgeted for accordingly. The money will be spent to meet the needs of a child if they cannot be met with the resources' of the setting.

Additional Staffing

- If Ais funding is given we will provide the extra hours needed for that child. We will ensure that staff will be freed up if needed and the relevant cover will be provided. We have experience in providing children with one-to-one care in the past setting relevant targets to follow.
- At doodles we pride ourselves in working as a team. We ensure information is passed on when it is right to do so and ensure positive relationships with parents and outside agencies is a priority.

Working with other professionals

We have got good experiences with forming positive relationships with outside agencies. We have experienced being written in on a CAF form and have given evidence on a request for statement. Our SENCO has attended many TAF meetings (team around family) and we ensure we allocate staff cover and time for the appropriate member of staff to attend meetings or liaise with outside agencies in and out of setting.

Specialist staff working at the setting

We have very qualified staff at Doodles ranging from academically qualified up to a degree level to other staff having worked in a nursery setting for many years. Each of our staff brings their own knowledge and experience to setting to ensure it is a rich environment for each individual child and their family.

Some of our staff have degrees in specific areas e.g. social work and early years.

- Recent courses we have attended are:

Early language development programme training:

‘Babies and toddlers speech, language and communication development.’

‘working with parents and families to support young children’s speech, language and communication development’

‘Working with under 3’s’.

First aid

CAF 1 and 2

Working with outside agencies.

- We have strong links to our local children centres we have a partnership with astley village and buckshaw children centre and strong communication with Duke Street children centre. Our setting has its own allocated inclusion teacher which we can access for advice or request to give guidance. We have worked with the local occupational therapist, physiotherapist and portage workers so we do have experience in accessing these.
- Rachel Trenchard – INCLUSION OFFICER-01772 531818
- Katherine Macheter- EDUCATIONAL PSYCHOLOGIST – 07919306311
- DUKE STREET CHILDREN CENTRE- 01257 27653
- ASTLEY AND BUCKSHAW- 01257 248980
- Janet Spear- PORTAGE- 07717301833
- Lydia – OCCUPATIONAL THERAPIST- 01772 644539
- Stewart Drew- PHYSIO- 01772 644539
- Vicki Vaughn- SPEECH THERAPIST- 01257 248980

Make sure parents know if a professional is coming in. Share advice given from a specialist visit e.g. VI/ HI teacher/ SLT with parents and team at the setting and make sure the advice is implemented.

How is a child included, e.g. in trips

All children at doodles will be included in trips and activities. We will ensure appropriate risk assessments are performed and each child’s individual needs will be met.

Adjustments needed to ensure inclusion on trips

We ensure that all children are included in any activity going on within and out of setting. If a child has particular needs or equipment they will have their own risk assessment for this and we will ensure amendments are made to ensure that the child is involved as much as they are able to be.

How do you involve parents?

We involve parents daily by ensuring communication is continuous between our setting and them. We are aware that some parents do not have time to stay and talk due to work commitments etc, so we ensure their child’s entire daily information is written down and we send home newsletters and home links monthly to inform them of the goings on in nursery. If we have a concern however we will arrange a convenient time to discuss this with a parent as we understand the importance of early intervention.

On a new child’s arrival in setting we ensure an all about me form is filled in and we will ensure the parent is a big part in the settling in process by continuously communicating how their child is progressing.

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

Notes on Local Offer- Reviews

At doodles we provide sufficient time throughout each day were a child's development can be discussed with their parent and carer if wanted. We provide a daily sheet everyday which will tell everything about your child's time during setting on that day.

On a monthly bases we send home, home links (which tells you about the previous month in setting), home observations (a parents chance to make a note of anything significant a child is doing at home) and likes and dislikes (a way parents can inform us if a child has started to like or dislike something e.g. food or riding his scooter to the shop etc).

We provide parents evenings on request giving the parent/carer the chance to have a detailed discussion with the child's key worker about their development this includes being able to view their learning journey (progress file) which is available to view at anytime.

We also regularly send out parent questionnaires, these are to review the setting in which a parent can answer questions about our nursery anonymously if they wish and we can review answers and make changes to the way we do things in setting if needed.

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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?

Notes

Key worker to have regular liaison sessions with parents.

Good Liaison with other professionals.

Regular sharing with parents when other professionals visit. Sharing of planning/programmes left.

Sharing Learning journey.

Early Years Tracker

Provision mapping for child on AIS would be individual or wave 2 planning for others needing enhanced input.

Home/setting contact books, visual sheets ' today I have'.

Parents to be involved in Targeted Learning Plans

Celebrate with parents each small step made.

Staff to be aware of confidentiality.

TAF meetings

TLP reviews

Signposting to Children Centres etc.

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

In setting we fully support all types of transitions positively and help support each child individually to help support their needs throughout any transitions process.

Transition from home to setting

On entering doodles each child's parent is given an enrolment form and all about me form in which they are asked to complete by the child starts their settling in visits. These visits are made up of some with the child's parent/ carer and some were the child will attend alone. The amount of visits depends on each individual child's own settling in period. On the visits this gives the child's key worker and parent a perfect time to discuss anything significant about that child. We will also ask for home comforts such as family photos and dummies, blankets etc to help settle in that child.

Transition to older room in setting

Although we do have age bands with our rooms it will still depend on each individual child when he or she will make the transition to the following room some children may go up sooner where as some are later.

Helping this transition to be as smooth as possible the child will visit the next room the previous month to a move up date this again can be extended longer if needed. In these visits we encourage the child to take part in their new room's routine and arrange time for them to spend with their new key worker. A transition document will be provided from the child's previous key worker to inform the future staff all about that child, this will include likes and dislikes, medical information and family info as well as where they are up to within the Early Years Foundation Stage curriculum.

Transition to school

We help to support a transition to school by preparing each of our children by talking about this at circle time and group time. We arrange meetings with the child's teachers and arrange for them to attend setting to see the child at nursery.

Again a transition form will be filled in this time the child and their parents will have chance to provide information they want the school to know.

Transition to specialist school

If a child is looking to attend a specialist school then a CAF form should be in place. We will provide relevant information to support any process that may help the child gain more support if needed e.g the statementing process. Once included in a CAF this will allow us to communicate with other outside agencies that may be involved in helping meet the needs of that child. This communication will always include the child's parent whether its in writing or in a TAF (team around a family) meeting in which the parent/ carer will be in attendance.

On gaining entry to a specialist school we will provide the school with target learning plans and trackers that we have used with the child also any other relevant information about the child e.g. medical issues or areas of developmental delay we have identified. We will always include the parents in this process and ensure it runs as smoothly as possible.

What arrangements do they have for induction, parents meetings, informal visits, home visiting etc. do they have a flexible induction where children can build up their time, do they have any special arrangements/ adjustments for children with SEND. Do they have any parent and toddler group, taster/ fun days etc to familiarise the children.

Arrangements between rooms, to staff work across different age phases, do staff from the receiving room spend time in the child's current room.

How do they involve parents in any transitions, do they have an individual approach for different children.

Transition plans to share strategies that have worked in the nursery, consistency of approach, inviting teachers in to meet the children, parent meetings so that they can raise concerns and be involved in planning meetings

Children with sensory / PD needs, Risk assessments and environmental audits

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 the staff at doodles holds at least a childcare level 3 qualification, with 5 of the staff having a degree and working towards a Quality Teacher Status.

All of the staff are CRB cleared, hold up to date first aid training and have received their caf level 1.

Our Special educational needs coordinators hold level 2 CAF certificates and have up to date training in this. Our safeguarding officer holds a Ba Honours degree in social work and our cook has fully up to date training as well as the rest of the staff have food hygiene training.

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)

For further information please contact Kerry or Rachel

2 Harrington road,

Chorley,

Pr71jz

01257262567

doodlesdaynursery@btconnect.com

We have an open door policy so you can call in at anytime.

For any grievances a parents can speak to management or staff at anytime for certain staff they made need to arrange an appointment either in person, by phone or by email.