



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Heyhouses C of E Nursery School

To access the Local Offer for Lancashire County Council please click on the link below:

[Lancashire Local Offer](#)

Setting Name and Address	Heyhouses Nursery Clarendon Road North St Annes FY8 3EE		Telephone Number	01253 640110
			Website Address	www.heyhousesnursery.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:	
What age range of pupils does the setting cater for?	2 years & 6 months to 4 years of age			
Name and contact details of your setting SENCO	Mrs Joanne Kaced – Early Years Teacher & Nursery School Manager - 01253 640110 Mrs Julie Ward SENCO 01253 640110 Senco.heyhouses@btconnect.com			

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	Mrs Julie Ward SENCO		
Contact telephone number	01253 640110	Email	senco.heyhouses@gmail.com

Promoting Good Practice and Successes

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	www.heyhousesnursery.co.uk		
Name	Denise Brown	Date	March 2021

Please return the completed form by email to: IDSS.SENReforms@lancashire.gov.uk

The Setting

What the setting provides:

Heyhouses Nursery is a registered provider of childcare on non domestic premises on the early years register. The compulsory part of the childcare register and the voluntary part of the childcare register at Heyhouses C of E Nursery school Clarendon Road North St Annes, FY8 3EE.

We currently have **51** children on role and **47** are in receipt of funding. Opening hours are from 08:00 hours to 17:45 we are a term time only setting, offering sessional and full day care in the nursery.

The Manager Mrs Kaced is a qualified Early Years Teacher who works three days in nursery and two days in the Reception class at Heyhouses School which is located to the to the side of the nursery, accessed through the reception playground. Mrs Kaced is also the Safeguarding Officer and PiCo. The deputy manager is Miss Robyn Whiteside who is also the After School leader and Safeguarding Officer. Mrs Ward is the SENCo and Miss Surtees is the Deputy SENCo. Mrs Knight is the ENCo.

The setting has been awarded the full Lancashire Quality Award. The current core team of practitioners has been consistent for over 10 years and we have no difficulty in recruiting and retaining staff. Volunteers have enhanced DBS clearance. Parents are invited and welcomed into the setting to share their skills and help with gardening, reading stories, cooking and visits to school, church and the local community.

Accessibility and Inclusion

What the setting provides:

The setting is housed in a purpose built single storey building. The building is wheelchair accessible from all entrances and exits. The main door is electronic and all internal doors remain closed and are operated by a key fob system for safety and security.

Facilities comprise of the reception area which houses the office and accessible toilet. There are parent information boards and nursery news. Access to a variety of formats and language is available to us if families require it. We have had and currently have children with English as an additional language and work hard with the families to support these children whilst valuing their first home language. Families can also be referred if they wish to the local children's centre for support and any other information.

The main nursery is one open plan room, the toilets are in the middle so are easily accessed from both sides. There is a changing facility with a shower and a unit for children to be changed safely and with dignity. The room is light and airy with windows to the floor. The windows have roller blinds to restrict direct sunlight when necessary. The nursery is divided into areas, construction/small world, writing area, home corner, the opposite side has malleable/science area, creative and workshop. The furniture is free standing and can be moved or re-arranged if necessary to make any adjustments to include all children. We have a provision map that we update each term; this shows how we accommodate the needs of all the children. We have many open ended resources and natural resources to allow for curiosity and imagination.

The outdoor area is accessed by sliding doors from either side of the main nursery room. There is a large canopy which houses the sand and water tray and other resources. The garden has artificial grass, a mud kitchen, 'look out station', two sheds, one housing large construction blocks; the other is used as various themed dens! We have an outdoor music area and an outdoor classroom. There is a garden area with raised beds for planting and growing. There is a water wheel and pump which is accessible to all children and we provide water proof clothing for all weather play. We have a range of different bikes. There are tyres and balancing resources. Each week we have a football session with a coach from the local sports centre, along with a weekly Yoga session provide by a local company.

The children have snack and lunch in nursery; all the tables are height adjustable to accommodate a wheelchair, or any other needs. The kitchen is open plan at the back of one of the main nursery rooms.

There is a quiet room where children who want to rest can do so in a calm and comfortable environment. We provide continuous provision and through their play we plan in the moment. The resources are accessible for independent learning and are clearly labelled with print and photographs. Toys and resources are age appropriate and the areas are enhanced with a variety of resources depending on the child's needs and interests. Activities are differentiated according to the needs of our children, again this is highlighted in the provision mapping and Targeted learning plans.

Nursery had the privilege of working with a child with cochlear implants and along with the inclusion teacher for the deaf we worked with the parents to attain specialist equipment to enhance and offer the best opportunities for this child to learn to communicate in her first language which was sign, and to develop her second language which was speech. This child made her transition to school with both languages. We have worked with visually impaired children and children with Cerebral Palsy as well as global development delay.

Nursery has a free flow policy which allows children to access the outdoors at free play times. This enables those children who are active and learn best when outside to reach their full potential. This is something we strongly believe in.

Identification and Early Intervention

What the setting provides:

Children's progress is closely monitored by all staff in our setting and shared with parents regularly by the child's key person. Each parent receives a learning observation through our system "Evidence Me" It enables parents and staff to record together the child's learning journey digitally.

Tracking is completed to monitor progress across the areas of learning and development within the EYFS. An open evening is available for parents to attend prior to their child starting nursery to ensure parents gain a good understanding of the EYFS and what it means for their child and how their child's progress is monitored.

Although a child's Key Person is available to speak to at drop off and collection, we also make arrangements to meet with the Key Person throughout the year and attend open evenings to discuss their child's progress or any concerns.

Staff arrange home visits when a child first starts nursery, this enables information to be shared between the family and Key Person and is an opportunity to ask questions and begin to build firm foundations with child and family. When a child is showing delayed development or a concern has been raised the parents will meet with the Key Person and the setting SENCO, together strategies will be put in place and a Targeted Learning Plan, which will have measurable targets which are achievable for the child. These targets will be evaluated and reviewed by parents, Key Person and the SENCO. If necessary we would discuss involving outside agencies, such as, speech therapist, paediatrician, and physiotherapist. This would be with parents consent. If progress continues to be delayed we would make a request for guidance, this would be a visit to the setting by the local Specialist Teacher who would talk to the staff and undertake an observation of the child, after which a meeting with the parents to discuss next steps would be arranged. This will only be undertaken with parental consent.

Our special educational needs policy provides the context for supporting children through these "next steps" this is referred to as a graduated response. Our SEN policy is available in the setting. In our setting we use Provision Mapping to identify ways in which we can support all our children:

- Wave 1 we provide for all children
- Wave 2 looks at where some children may need extra input in a specific area
- Wave 3 is when a child requires more specialist intervention

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides:

The setting works within the framework of the EYFS to plan provision and activities for the children. We have continuous provision which is enhanced by the practitioner's observations and following the children's individual interests and patterns of learning.

Activities are adapted to suit the needs of all the children, some children require a greater level of differentiation because of their additional or special educational needs. All practitioners are sensitive and aware of the different needs of all the children and plan for this accordingly. We are aware there may be sensory challenges and together with parents and professionals we can work together. Staff are continually training to gain a better understanding of these areas.

We email all staff with SEN updates on a regular basis and discuss at staff meetings. All children have a Key Person who liaises with the family and together share information. A home visit is offered prior to the child starting nursery, this helps to build a relationship before the child begins nursery. This is an important time to discuss any concerns or share information regarding the child's needs.

We have Open Evenings, parents meetings and staff are available on a daily basis if there is a need to discuss any issue. We hold parent workshops regarding the child's learning and development and this introduces parents to the EYFS. Parents receive newsletters weekly and termly to keep them in touch with events and activities in nursery, or to share news.

The children plan and share their thoughts and ideas with the practitioners in their group "big book planner" they talk about what they would like to do next, this may be sometimes after inspiration from a story or something from home or something they've seen outside like a mini-beast in the garden!

We also promote and carry out 'in the moment planning'; the children may have an experience that we can act on immediately with regard to their learning. The children also share with home and nursery a "See, Hear and Know Book" photographs or information is recorded by families about what the child does when they are not in nursery this is then shared with their Key Person at group time. It can also help to plan next steps in nursery for that child, as well as giving them confidence to talk in group.

The setting provides good links with outside agencies, the local health visiting team, the local family centre, church and schools in the area as well as parents and families. We also have a yearly nursery outing with families to a local farm. We have a parents association called "The Friends" who fundraise for nursery and organise various events throughout the year for families.

We have a breakfast club from 8:00 am until 8:45 am, and an afterschool club from 4:00 pm until 5.45 pm. Nursery staff are involved in the running of this facility. It accommodates nursery, reception and Year 1 children. Miss Porter leads the Breakfast Club and Miss Whiteside leads the After school Club.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides:

The resources in the setting are clearly labelled and are age appropriate. We use provision mapping to help to identify needs and to provide different resources, equipment or additional adult if a child requires support to enable them to make progress.

If a child requires access to resources that are significantly different to the ones available we have access to the children's centre and local specialist school to share resources, however the nursery has a wide range of resources to support children in their development.

Through our nursery family we understand what children bring with them to nursery in their experiences is different for each child, this is a wonderful learning opportunity for all our children. We as practitioners look upon this as not what a child has missed but what we can all learn from each other's experiences. We support families who have English as an additional language in every way possible, either with translations or meeting other families, we also introduce them to the family Centre in the local area. We celebrate festivals and learn from each other the different traditions and cultures.

For some children there may be difficulties at specific times of the day when they require additional support. As a setting we are flexible in our approach and we would make reasonable adjustments to provide this. If it became apparent through time that more support was needed we would use AEN funding to provide some support in whatever way was the most beneficial to them, within our funding allowance.

If no progress was evident the SENCO would then contact the local area inclusion teacher for a request For Involvement of Specialist Teacher.

On visits and outings we undertake risk assessments and ensure that the places we visit are accessible for our children, parents are always consulted and included where appropriate.

We encourage and welcome parents help on outings and trips and make adjustments to include all children.

Reviews

What the setting provides:

Parents/carers have opportunity to speak to staff on a daily basis. A zoom call or telephone call is another option as well as a longer appointment person to person.

Practitioners monitor children's progress against the Early Learning Outcomes and track development.

Workshops are held in nursery to give parent's information and knowledge so they understand how their children are assessed and how to support them at home in their learning.

A See, Hear and Know book is shared between setting and nursery, key staff are available at transition times to pass on information to parents.

Through the individual plans we have for a child, information and input from parents is valued and used to inform planning and their child's next steps. The "Evidence Me" enables the link between home and nursery, keeping parents securely informed and up to date with their child's learning.

Nursery provides an environment for exploration, independence, curiosity and to be able to choose their own learning journey, supported by the adults.

Transitions

What the setting provides:

Before a child starts nursery we offer a home visit by the Key Person and another member of staff, this allows practitioners and family to share information and see the child in their own environment.

Play visits are then encouraged so the child becomes familiar with the setting and the practitioners. This also gives the opportunity to observe the child to see if we need to make any adjustments prior to them starting in nursery.

The admission forms will provide us with information regarding diet, culture and medical needs, where necessary a care plan will be put in place for any long term medical need's, this will then be signed by the child's GP before being kept in nursery and shared with the staff team.

We have an open door policy and parents are able to drop in to the setting at any time, they are also able to contact us by phone if they would like to check how their child is settling.

When a child is ready to move on to school we have a comprehensive transition policy. We have visits to the setting by the school reception teachers, we visit the school with the children, the children and parents are invited to different events to help to familiarise the children. Practitioners prepare photograph books with pictures of the school and staff to discuss with the children.

In nursery we set up a school role play area complete with uniform from the relevant schools for children to dress up in. We also use the school playground on occasions when it is available to help the children become used to the space.

Transition meetings are planned for any child who is on the special educational needs code of practice, this enables school to plan the environment and ensure they have the staff needed to support the child. It also gives parents, teachers, other outside agencies and nursery practitioners an opportunity to share information and discuss any worries or thoughts they may have. Nursery will support families through this time.

Staff Training

What the setting provides:

The staff team is led by the manager who is an Early Years Teacher (BEd Hons) and EYP with 20 years of teaching experience. The setting has staff with the following levels of qualifications:

- 2 – Level 7
- 1 – Level 6
- 1 - Level 4
- 5 – Level 3
- 2 - Level 2

In addition there is a designated business manager who takes full responsibility for all administrative duties and a Financial Assistant.

The setting provides a higher ratio of practitioners to children a minimum ratio of 6:40 children to ensure the setting runs smoothly at all times. This enables practitioners to attend training to keep up-to-date with current practice.

All practitioners have Early Years Paediatric First Aid qualifications. All practitioners are aware of food hygiene regulations advice, support and training is accessed via the local authority.

We take account of cultural needs and special diets for some of our children and follow these through via our care plans and pre-admission forms.

The SENCO has undertaken various training in Speech and Language Development and Delay we are currently working with the local Speech Therapist and are working on our “Early Years Communication Commitment”, Children on the Autistic Spectrum, Behaviour Management and children with ADHD, introduction to Makaton sign language, sensory processing, Autism in girls.

Two members of the team are nominated safeguarding officers and all staff have Child Protection Level One.

The staff team continue to train and attend relevant courses to keep up-to-date with current practice. Where there is a need for specialist training to support a specific child this would be undertaken, or a specialist from a service would come into the setting to train staff.

As a setting we seek to support practitioners to further develop their knowledge and understanding in a range of additional and special educational needs. Staff have undertaken online and face-to face safeguarding training and online CAF and CON training.

Further Information

What the setting provides

Heyhouses has an open door policy

Further information Mrs Denise Brown - Nursery Business Manager

- Tel: 01253 640110 or Email: denise.heyhouses@btconnect.com

Mrs Joanne Kaced – Nursery School Manager - 01253 640110

Miss Robyn Whiteside– Deputy Manager - 01253 640110

Mrs Julie Ward SENCo- senco.heyhouses@gmail.com

Miss Sam Surtees- Deputy SENCo

Mrs Jean Knight - ENCo - 01253 640110

As a setting we have a procedure for dealing with complaints. This is in the nursery prospectus.

If a parent is unhappy and the key person is unable to resolve the matter an appointment can be made with the nursery manager. An appointment with the trustees can be made if a resolution to a complaint is not resolved satisfactorily.

Parents have an opportunity to talk to staff when they bring their child to nursery and pick them up at the end of their session, if a longer chat is required an appointment can be made with the child's Key Person.

Nursery has access to local telephone numbers regarding children's centres, health centres and local group's; this is available in nursery reception area.

COVID-19

Currently due to the pandemic, nursery has to restrict some of our usual practices. This is to ensure the safety of children, parents and staff. We offer zoom meetings for parents who have any enquiries, also we keep in touch with all our agencies with regard to SEN children to ensure their needs are being met.

If anyone has any queries please call Mrs Brown in the office 01253 640110