



**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](#)

<b>Setting Name and Address</b>	Heyhouses Nursery Clarendon Road North St Annes FY8 3EE		<b>Telephone Number</b>	01253 640110
			<b>Website Address</b>	www.heyhousesnursery.co.uk
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
<b>What age range of pupils does the setting cater for?</b>	2 years & 6 months to 4 years of age			
<b>Name and contact details of your setting SENCO</b>	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).

<b>Name of Person/Job Title</b>	Mrs Julie Ward , SENCO		
<b>Contact telephone number</b>	01253 640110	<b>Email</b>	Senco@heyhouses.co.uk

### Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the setting website.

<b>Please give the URL for the direct link to your Local Offer</b>	www.heyhousesnursery.co.uk		
<b>Name</b>	<b>Mrs Joanne Kaced</b>	<b>Date</b>	

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

### **What the setting provides:**

Heyhouses Nursery is a registered provider of childcare on nondomestic 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 64 children on role and 49 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 to the side of the nursery, accessed through the nursery playground. She is also the Safeguarding Officer and PICO. The deputy manager is Miss Robyn Whiteside. Miss Whiteside is also safeguarding Officer. Mrs Julie Ward is the setting SENCO.

The setting has been awarded the full Lancashire Quality Award. Nursery has 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. We have multi skill sport as an extracurricular activity by the YMCA once a week.

## 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 to the local children's centre, if they wish, for support and any other information.

The main nursery is one open plan room with continuous provision. The room is light and airy with windows to the floor. The windows have roller blinds to restrict direct sunlight when necessary. The toilets are in the middle of the nursery, they 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 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 that may be needed to include all children. We have individual provision maps that we update each term, this is to accommodate the needs of all the children. We also have a general provision map.

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 gravel pit, 'look out station', two sheds, one housing large construction blocks; the other is used as various themed dens! We have 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 waterproof clothing for all weather play. We have a range of different bikes. There are tyres and balancing resources. Each week we have a multi sports session with a coach from the local sports centre.

The children have snack and lunch in nursery; all the tables are height adjustable to accommodate wheelchair users and smaller children. The kitchen is open plan at the back of one of the main nursery rooms. Some children bring a packed lunch, and some have a hot school dinner.

There is a quiet room which has sensitive lighting and sound limitation for the inclusion of every child, it also doubles up as a sensory room. We have 'Tummy Time' sessions in this room and speaking groups for children who need support in these areas of development. We run "Talk Boost" sessions to help with communication, all children are included in these sessions. As well as Talk Boost, we have Welcomm this is an assessment tool for speech and language delay which also provides targets specific to that child's needs. We also make provision in the sensory room for children who may require a sleep in the day.

We provide continuous provision and loose parts for open ended play. Through supporting and facilitating children's play we can plan in the moment and develop next steps with the child. The resources are accessible for independent learning and are clearly labelled with print and photographs. Visuals in different languages are made when needed. 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. We work on the environment as a nursery team and discuss any changes we may need to make to support all our children.

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 and Autism. We have children with EAL.

Nursery has a free flow policy which allows children to access the outdoors/indoors during free play. This enables those children who are active and learn best when outside to reach their full potential. This is something nursery believes 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 child has a learning journey which is shared with parents digitally through "Evidence Me" which is an online observation and assessment tool. Parents can also send observations to the key person or make comments. This is a great communication tool too.

Tracking is completed to monitor progress across the areas of learning and development within the EYFS. We also have an SEN tracker which can be used if age and stage need to be more specific. An open evening is available for parents to attend prior to their child starting nursery to ensure parents understand the nursery routines, and what the EYFS means and how their child's progress is monitored.

Staff arrange play visits in our pod adjacent to nursery, this happens once a week for 4 weeks at the end of the summer term, this helps to support transition for child and the family. In addition, home visits are booked, enabling information to be shared between the family and Key Person and is an opportunity to ask questions and begin to build firm foundations with the 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. If we believe some support is needed, together we will develop targets to work on, these will be 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 i.e., speech therapist, paediatrician, physiotherapist. This would be with parents' consent. If progress is still not being made, we would make a request for guidance, this would be a visit to the setting by the local specialist teacher from the Inclusion Service 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:

- Universal High-Quality Provision
- Catch up Intervention
- SEN support provision

## 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 practitioners from observations and developing 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. Staff are understanding of the differing needs and provide opportunities to build independent and resilient children.

The SEN team email updates to the staff team on a regular basis and discuss any concerns or wow moments! 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. If a family or parent needs extra support one of the SEN team will accompany them to any appointments if they ask us too, i.e., speech or child development centre or viewing other schools.

We have Open Evenings, parents' meetings and staff are available daily 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.

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

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.

## 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 an 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.

The SENCO has visited the local specialist school and met with the staff there to look at resources.

We promote diversity through valuing each child as an individual, and welcoming and learning about their culture and faith. We talk with families and encourage their participation in teaching us about their values celebrations, festivals, and way of life.

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 no progress was evident the SENCO would then contact the local area inclusion service for a Request for guidance.

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 adjust to include all children. We audit our resources and continuous provision regularly.



## Reviews

### **What the setting provides:**

An environment that is exciting and fun where children are happy and ready to play and learn.

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

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

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.

## 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. This helps to build good relationships.

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 needs, this will then be signed by the child's GP before being kept in nursery and shared with the staff team.

If necessary, staff may need to have training on the use of equipment, i.e., Inhaler or EpiPen. This would be arranged by Miss Surtees who oversees the care plans. The local health centre will be contacted to access this training.

We have an open-door policy and parents can drop into 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 with their new environment. Practitioners prepare photograph books with pictures of the school and staff to discuss with the children. Any child who finds transition challenging will be given support and additional visits.

In nursery we set up a school role play area complete with uniform from the relevant schools for children to dress up in. Children who will move on to different schools will receive the same support and opportunities as all the children.

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.

## Staff Training

### **What the setting provides:**

The staff team is led by the Nursery Manager who is an Early Years Teacher (BEd Hons) and EYP.

The Deputy Manager is level 7 with Early Years Teacher status. After School Club Manager

Senco is a level 6 Senior Practitioner.

Deputy Senco is a level 4 Senior Practitioner

1 level 3 Senior Practitioner and Breakfast Club Lead

5 level 3 Practitioners and 1 level 5 Practitioner

1 level 2 (Training) Practitioner

1 level 2 Senior Assistant Practitioner

1 level 2 Assistant Practitioner

1 (Training) Assistant Practitioner

1 Level 4 Management and Leadership. Deputy Manager and Business and People Manager

1 Finance Manager

1 Business Support Officer

The setting provides a high ratio of practitioners/children to ensure the setting always runs smoothly. This enables practitioners to attend training to keep up to date with current practice and observations and assessment.

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. Staff regularly update their training and undertake new training.

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

The SENCo has undertaken various training in Speech and Language Development and Delay, Children on the Autistic Spectrum, Behaviour Management and children with ADHD, introduction to Makaton sign language, Talk Boost, Early support.

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 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.

## Further Information

### What the setting provides

Heyhouses has an open-door policy

Further information Mrs Suzanne Williams - Nursery Business and People Manager

- Tel: 01253 640110 or Email; [Suzanne.williams@heyhousesnursery.co.uk](mailto:Suzanne.williams@heyhousesnursery.co.uk)

Mrs Joanne Kaced – Nursery School Teacher Manager & Pico - 01253 640110

Miss Robyn Whiteside- Deputy Manager

Mrs Julie Ward – SENCO [Julie.ward@heyhousesnursery.co.uk](mailto:Julie.ward@heyhousesnursery.co.uk)

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.