



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Little Sparkles 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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-LITTLESPARKLES

<b>Setting Name and Address</b>	<b>Little Sparkles Nursery</b>		<b>Telephone Number</b>	<b>01772 460233</b>
	<b>Peel Hall Street</b>		<b>Website Address</b>	<b>Isn@quwwatulislam.org.uk</b>
<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>As a setting we have supported children with a range of special educational needs.</b>	
	<b>X</b>			
<b>What age range of pupils does the setting cater</b>	<b>2-5</b>			

for?	
<b>Name and contact details of your setting SENCO</b>	<b>Aneesa Esat</b> <a href="mailto:lsn@quwwatulislam.org.uk">lsn@quwwatulislam.org.uk</a> <b>01772 460233</b>

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>	<b>Khalid Ibrahim</b> <b>Nursery Coordinator</b>		
<b>Contact telephone number</b>	<b>07983603890</b>	<b>Email</b>	<b>info@quwwatulislam.org.uk</b>

## 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.

<b>Please give the URL for the direct link to your Local Offer</b>	<a href="http://littlesparklesnursery.org.uk/">http://littlesparklesnursery.org.uk/</a>		
<b>Name</b>	<b>Khalid Ibrahim</b>	<b>Date</b>	<b>03.09.2019</b>

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto: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

Little Sparkles Nursery is registered on the early years register. We are open term time only and cater morning sessions 8.45am – 11.50am, afternoon sessions, 12.00pm – 3.00pm and we also provide 30hours child care from 8.45am - 2.45pm. Children have the use of an open plan area and a large outdoor play provision. A maximum of 80 children can attend the nursery at any one time. Children attend for a number of sessions. The nursery caters for funded early education for two, three and four year old children.

The nursery employs 32 staff. The Manager has qualified teacher status in Early years. All staff hold appropriate early years qualifications at level L3 with all level 2 staff working towards level 3.

The setting also has practitioners with additional responsibilities, these include: a named person with responsibilities for supporting behaviour, a named person with responsibility for parental involvement, a named person for equality and diversity, two nominated safeguarding officers and two SENCO's.

## 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

The setting has a ramp to the front main entrance to the building. Main doors are powered to assist disabled access.

Marked car parking bays are reserved for disabled users.

The toilets/washbasins are of different sizes/heights and raised seats are available.

We have two additional separate toilets available at all times. These are equipped with hand rails that can be raised and lowered to facilitate wheelchair access. The building is fully wheelchair accessible.

LSN is a two floor setting, with continuous provision areas on each floor. We have a lift to access the first floor if needed.

At LSN we provide a range of differentiated resources and equipment to meet a range of individual

needs. We aim to liaise with mothers, fathers and carers and any other professionals to find if there is a need for additional specialist equipment. We are open to make adjustments to provide for individual needs.

There is a parent information board in the corridor and a TV screen in the foyer. This contains information about the setting, including some policies. The information screen and board also contains information about the activities and routines that we carry out in the setting.

We offer bilingual support to communicate with families who have English as an additional language.

Our policies and procedures can be available on request and we can offer them in large print if needed.

The nursery environment is arranged in order that all areas and equipment are easily accessible, chairs are removed in the main play areas so that children are able to move safely and access all activities.

The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in bright colours to stand out from the pale walls. We have laminate and rugs in the room to make comfortable areas for play and relaxation.

The sand and water trays are height adjustable. Children's toys and resources are all at children's heights. All resources are clearly marked with a picture identifying what it is. Resources are organised in areas of provision.

We have sensory/ quiet rooms in our provision on each floor.

Specialist equipment can be accessed via close links with outside agencies.

Trips and visits are planned and the risk assessment ensures that all children are able to access the site, transport and facilities, whilst extra staffs accompany children on all outings.

The outdoor environment consists of bark and sand area, with an adventure playground. All EYFS continuous provision is enhanced in our outdoor environment therefore children have access to all learning and developmental needs. There are raised beds for planting and growing.

## 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

Children's progress is closely monitored in our setting. Each child has their own online Tapestry learning journal which includes, All about me profile, starting nursery development profile, baseline and reports. Annotated observations and next steps of them in nursery, observations and comments from parents, tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journals is shared with parents when their child begins attending our setting. This is to ensure parents understand what tapestry is, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journals are available for parents to look at any time they would like. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents each term to look at the learning journals and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journal we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.

- For other children the next step may also include developing a targeted learning plan (TLP) where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parental consent.
- Another next step may be to ask the local authority Inclusion Teacher (SEND) to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can 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 the graduated response. Our SEN Policy is available in the setting or you can see it by following this link: <http://littlesparklesnursery.org.uk/>

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). You can see our provision mapping in setting.

We use provision mapping to identify ways in which children can be supported.

## 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:**

The setting works within the framework of the EYFS. The large rooms on both floors within the setting is resourced according to the age phase and needs of the children. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

From the very first visit, we value a strong relationship with parents and carers, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties.

In the 2-3 age phase the prime areas remain significant but there is a emergence on the specific areas of development and learning

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

We do Targeted learning plans (TLP) for children at wave 2/3 and track using the EYFS sheets and use early support materials to monitor children's progress and carry out next steps of development.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in the room to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. We believe in having an awareness of consistent approach. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home.

In our setting we hold termly parent sessions. These sessions introduce parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's learning at home. Children's progress is always shared verbally at the end of any session and by sharing written records, on which parents and carers can add their own comments on. Parents are invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs. Parent information board displays information about the planning cycle and the elements of early learning development and how this can be supported at home. Parents are able to speak to their child's key worker or the deputy manager/manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journals. Children are at the heart of all that happens at LSN. All children's opinions are valued and promoted through the daily activities planned for them. 'All about me' booklets are provided as useful indicators to practitioners of the child's interests, preferences and views. The children's responses/views are sought through their responses to activities and these are documented in their personalised learning journals.

We actively 'observe' and 'listen' to children using a wide range of mediums i.e. taking photos, videos, carrying out observations, writing significant comments, circle time etc. Listening to children is something we build our entire curriculum around. Home link books are sent home with parents and returned full of information about children's likes, dislikes and daily adventures. We use this information to steer and sculpt play opportunities and activities for the week.



## 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**

Where children are identified as having additional needs, focussed observations are documented to help determine development level. Assessments are carried out to inform TLP and potentially an EHC plan. It is the responsibility of the SENCO/Key worker to conduct observations, recordings and assessments for children with additional needs. Our equality policy is very inclusive and we ensure no child is felt to be 'left out' at our nursery.

The learning and development of each child is underpinned at all times by the themes and principles of the EYFS/ characteristics of effective learning to support each child's developmental steps. Background and culture is taken into consideration when planning.

The toys and resources provided have been selected specifically for the age range and stage of development. The safety of the children is our top priority and constant supervision is in place whilst using resources with the younger children. The toys are changed on a regular basis to maintain the children's interest and promote further exploration. An audit of toys/resources is carried out on a regular basis by the manager and deputy identifying areas for improvement. These areas are taken into account when purchasing new resources. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy purchasing. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

## 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**

Daily feedback - We strive to help parents achieve the best for their children. Daily feedback is obtained verbally through personalised meet and greet, as children enter the setting.

Formal meeting like TAF, visits from other professionals, parents are always informed and included in all meetings set up.

Online account - Each parent is given an online account which enables an authorised person to have access to their child's learning journal at all times. Parents contribute to their child's learning by uploading photos, videos and comments from home for the key worker to have a look. This enables key workers to have a better understanding of the child's likes/dislikes and they can plan accordingly.

Parent Corner – We have a designated area on our parent's notice board to seek the views and opinions of others.

Questionnaire - We actively ensure that parent's/carers receive a questionnaire every term. The responses are evaluated, fed back to parents and used to improve the quality of our practice.

Meetings - Parental meetings are offered every term and parents come in to speak with their child's key worker. We discuss what their child has achieved, share evaluations on targets and set targets. Refer to the EYFS trackers and share their developmental achievements. Communication is vital in our setting.

Planning – Carefully planned themes are displayed on the planning screen in the foyer, detailing what we have planned for their children and how they can support their child's learning at home. This is achieved through sending the home link books as key workers set individual learning activities for their key children on the development and learning they are working towards.

Team Around the Family meetings – Identified children who have a Common Assessment Framework and are working closely with outside agencies will be invited to TAF meetings every term or as appropriate.

## 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**

Before children start attending our setting we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us. The manager will talk to parents about their child's preferences for a settling period and endeavour to meet these needs as best we can.

Children are prepared for their transition into reception class by focusing on a theme 'Going to school'. We discuss and prepare the children on what reception class would feel like by doing activities such as packing their PE bag, dressing a doll in uniform, making new friends etc and help encourage them to feel secure about making that transition. We complete transition reports for each child and these are sent to the schools the children have been allocated to. We include additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible.

We have formed a very close and positive relationship with primary schools in the Deepdale, Ribbleton and Fulwood area which enables a smooth transition process. We have also have visits from staff members of these schools to give our children an induction.

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 in on their child.

## 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

The nursery employs 32 staff who reside in the local area. The Manager has qualified teacher status in Early years. All staff hold appropriate early years qualifications at level L3 with all level 2 staff working towards level 3. All staff have appropriate training and qualifications. Advice, support and training is obtained from the local authority. Extensive training is provided to all staff to help them understand their roles and responsibilities.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

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

Understanding Autism, WellComm, speech and language development, Managing behaviour in early years settings, Endless Possibilities, Quality Provision & practical workshops for 2 year olds, Characteristics of effective learning, PICO, Physical development for early years, Observing, assessing and supporting, Having fun with letters and sounds, Planning for the EYFS, Leadership and management and E-safety training, Professional social communication workshops, Developing ICT in the setting, Planning from children's interest, Providing observations to provide next steps in learning. Our staff training is tailored to individual needs and development.

As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs.

We also make use of the local authorities Lancashire children's young people's trust to access information and e-learning modules such as CAF/CON 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)

### What the setting provides

For Further Information you can contact Aneesa Esat (Manager) or Khalid Ibrahim (co-ordinator.)

Contact with specific staff can be made anytime during sessions via phone, email or home link books.