



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **ABC Treehouse**

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

ABC Treehouse is a small secluded nursery overlooking a beautiful meadow and open countryside. Our opening hours are 8am – 6pm, 52 weeks of the year. We provide care for children from birth to 8 years, with a capacity of 44 children, no more than 12 of which can be babies.

Our 0-2s unit is spread across two open plan rooms in which mobile and non-mobile babies have access to a wide variety of stimulating and age appropriate toys. A joint unit for 2-3s and 3-5s ensures that space is optimised and areas of provision are clear and utilised.

Alongside management the setting has numerous practitioners with additional responsibilities, including behaviour management, parental involvement, safeguarding and SENCO.

Over 95% of our staff are currently Level 3 qualified and our manager holds a BA Honours Primary School Teaching Degree with QTS status.

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 building

The setting is housed in a single storey converted bungalow that is wheelchair accessible, with designated accessible parking spaces at the front, as close as possible to the entrance. There are accessible toilets for children and a separate adult toilet. There are a number of areas which would be suitable for storing specialist equipment such as free standing frames if necessary. All the internal doors around the building are standard door size and doors to storage cupboards and toilets are

solid; storage doors are secured with child proofed locks.

There are parent information boards in both the 0-2s and 2-5s entrance areas; these contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area such as at the local children's centre. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print, this is something we continue to improve and develop. For families who require it we are able to make copies of policies available electronically.

The rooms:

The walls in all rooms are painted a neutral pale colour with display boards mounted at adult height. Where possible furniture is at child friendly height with lots of soft furnishings and rugs used to create comfortable areas for play and relaxation. Aside from wall fixtures all furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure room is accessible for children using walkers or wheelchairs.

In the **0-2s rooms** there are low wooden chairs with low wooden tables, there are large rugs and carpet which cover over ½ of the floor space. Cushions, baby bouncers, 'Bumbos' and pillows are used to make soft/comfortable areas. There is one cot in the 0-2s room, with more in storage to be used as and when necessary. For meals, high chairs are available for the 0-2s. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play and exploration.

In the **2-3s room** toys and resources are stored in child height units and are organised into clear areas of provision. All resources are labelled using relevant wording and pictures which the children are encouraged to recognise to support understanding. Sensory experiences are available and promoted throughout the day through the use of treasure baskets and age appropriate resources, however toys and resources can be borrowed from the 0-2s unit if these are more appropriate to an individual child's needs or development.

In the **2-5s room** there are tables and chairs at various heights, adjustable height sand and water trays which are in an open access messy room. There is one computer available at a child height desk, which hosts age appropriate software and a large print keyboard.

All resources are clearly labelled using wording and pictures which encourage children to take an active role in tidying. The resources are stored in child height units and are organised into clear and distinct areas of provision. All toys and resources are appropriate for children aged 2+, however resources can be borrowed from 0-2s if these are more important to a child's needs or development.

The Outdoors:

The outdoor environment is divided into two areas to ensure that the outside provision can be utilised in all weathers. The smaller section of the outdoor area is concrete and creates the perfect terrain for use of bikes and push-a-long toys. The larger section forms our natural area which boasts trees, a mud kitchen, bug hotel and plenty of digging opportunities.

Plenty of outdoor storage ensures that a wide variety of resources and tools are within easy reach, and level flooring creates the ideal terrain for walkers and wheelchairs.

Continuous provision is available outdoors as it is indoors and resources are regularly rotated to accommodate this. The resources and equipment used can be adapted to suit the needs of all children attending the setting.

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 throughout their nursery life is followed closely and recoded in accordance with the EYFS. Observations, photos and significant comments are used to track and record progress, these are placed into each child's individual learning journeys, which form a story that follows each and every child through the nursery. As well as 'in nursery' observations, parents are welcomed and encouraged to input into their child's learning journeys and share trips and experiences which may influence and support their child's interests and development. When a child starts nursery with us parents and carers are made fully aware of what the learning journeys contain and what information is shared, this is to ensure that parents understand how their child's development is tracked and supported, and also ensures that parents fully understand how important their contributions are to the learning journeys.

Key persons and appropriate staff members are available each day at pick up and drop off times to chat with parents about their child's day and progress. Each term a progress report is completed for each child which is then shared with parents to offer insight as to how well each child is progressing and developing. There is also a parents evening once a year, in which parents are invited into the setting outside of usual hours and encouraged to review their child's learning journey in detail. If a parent would like to arrange to meet with their child's key person to discuss pressing issues or concerns then they need only ask and a suitable time will be agreed.

In addition to the child's learning journey 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 suggests 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 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 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.

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 or by following this link

http://www.abctreehouse.com/additional_info.html

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. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use The Early Years Outcomes Document in line with 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.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

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

In the 3-4 age phases 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.

Our operational planning system is grounded in assessing and addressing each child's developmental needs individually. All children have an assigned key person to ensure that strong relationships are formed and insight is gained in regards to children's interests, needs and personalities.

Each key person plans for children using a spider-graph which displays each child's developmental next steps as taken from the Early Years Outcomes trackers. For 0-2s three next steps are chosen, one from each of the three prime areas. For children aged 2-5 a next step is taken from one prime area and one specific area. The next steps are selected according to the lowest age band not completed across the areas. Key persons are required to look through each child's trackers and select appropriate next steps for each child, this ensures that planning is catered to individual needs and also ensures that key persons are aware of each child's progression. Once next steps are decided and transferred to the spider-graphs, simple to understand activities are suggested to accompany each next step as an example of how the child might engage with and accomplish their target. Each week focused activities will be structured which represent the collective needs of multiple children. During an activity staff will alter and adjust the method and delivery to ensure that appropriate differentiation is provided to meet the needs of individual children.

We challenge all of our children to bring their learning forward and we recognise and respond to the needs of children who achieve above and/or below the expected levels of attainment for their age.

All children have a key person. 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. Through well-established key worker relationships significant attachments are formed, this alongside an enabling emotional environment provides children with the best opportunities to develop. By engaging each child in specific and dedicated key worker time attachment bonds are strengthened and secured, ensuring that all children are provided with the reassurance that there is always someone close by who provides a safe base from which they can explore, develop independence and share their views with confidence.

Children's interests form the basis of planned and spontaneous activities, this ensures that children recognise that they are an integral part of their own development, and are able to steer their journey. Parents are consistently encouraged to share their views and discuss their child's current interests so that no opportunities are missed; this also fosters an atmosphere of sharing and partnerships.

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

Each age phase is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. 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 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 and their age phase leader. 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 provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate.

Our manager has a BA Honours Primary Teaching Degree with QTS and uses her experience and skill set to inform staff training and ensure environments are appropriate and accessible for all.

When planning trips and outings the needs of all children within the setting are considered and risk assessments are carried out to ensure safety and accessibility. We make reasonable adjustments when planning trips to ensure that the places we visit are accessible and appropriate for all.

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

When children start at our setting we introduce parents to our planning and tracking systems. We explain to parents how information will be shared and how they can best be involved in their child's developmental journey. As previously mentioned we complete termly summaries of development to be shared with parents, host annual parent's evenings and happily arrange impromptu meeting with parents on request.

In the 0-2s unit home link books and sheets are shared with parents each day which inform parents on nappy changes, food eaten, activities and sleep times. As children move into the 2-3s and 3-5s unit information is shared verbally both at drop off and pick up times.

The setting as a whole is able to track the development of all children and monitor how well particular groups are developing. This provides insight in to which groups may be falling behind or if there is an area of development that requires particular focus.

Throughout each child's journey through nursery parents are active partners in their child's learning and development.

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

Prior to children starting at our setting we encourage parents to bring them in for a number of settling in sessions. This ensures that children become familiar with the surroundings, and also provides an opportunity for parent to engage in an informal conversation with their child's new key worker, in which a brief overview of the child's development to date can be ascertained.

As children approach new age phases and get ready to move between units we have a transition policy which ensures the transition is seamless and comfortable for children, parents and key workers. Progress summaries are shared between rooms and with parents to ensure that development is consistently supported and extended without compromise.

We have an open door policy which provides parents with the opportunity to contact or drop in to the setting at any time to check on their child, or just have a chat about their child's progress.

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

Over 95% of our staff are currently Level 3 qualified and our manager holds a BA Honours Primary School Teaching Degree with QTS status. We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support each staff member's holistic professional 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. Practitioners have access to a wide library of resources and books.

As we are one of three nurseries within the same company we have a number of staff and additional support available should we need them, the majority of which hold a level 3 or higher qualification. Our setting is working towards a 'Step into Quality' award which we hope will reflect our provision and adaptability.

Alongside our IDSS Teacher we conduct in-house training to support our staff in their understanding of SEND processes. Our SENCO's receive regular refresher training in-house and when necessary attend courses provided by the local authority to develop and cement understanding regarding new practices and procedures.

We regularly encourage staff to share their training needs and desires, and strive to keep up to date with all available courses from our local children's centre.

We also make use of the local authority's website to access information and e-learning modules such as CAF 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

The nursery manager holds ultimate responsibility for the development, safety and progression of each child within the nursery, and should be contacted in the event of a concern or complaint.

Parents are made aware upon starting who their child's key worker will be and how communication will be maintained.

The manager is always available to deal with any questions or queries and can make appointments upon request if an in-depth, confidential discussion is required.

Correspondence can be made with the nursery and staff via phone, email, post, or in person.

Any and all contact will be received in confidence, unless safety of staff or children is compromised, and will be met with a friendly face and sympathetic ear.