SETTING DETAILS

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| Setting Name & Address | Little Xplorers Day Nursery Limited |
| Contact Details: | T: 0208 204 3222Website Address: [www.littlexplorersnursery.com](http://www.littlexplorersnursery.com)Email Address: jogiddings.littlexplorers@outlook.com |
| Does our setting specialise in meeting the needs of children with a particular type of SEN? | Yes, since opening Little Xplorers have historically provided and continue to provide support for children with a wide range of speech, language and communication needs |
| Age range of children |  3months – 5 years |

OUR SETTING

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| Little Xplorers is a private full day care setting located in Roe Green Park, Kingsbury NW9 9HA. Opening in April 2015 our setting provides care and education for children aged 3months to 5 years. Little Xplorers is open from 7.45am to 6pm Monday to Friday, 51 weeks of the year. We offer a range of flexible sessions; including full day care, morning and afternoon sessions and term time attendance.Our setting is registered to provide care and education for eligible 2 year old funded children, as well as Nursery Education Grant for all 3 and 4 year olds. We also have fee paying parents doing a range of attendance.We are registered to accommodate up to 55 children during each session.We have three rooms for the different age groups Buttercup Room (3months – 2 years) Daisy Room (2-3years) and Sunflower Room (3-5 years).Children are encouraged to play and socialise with one another in spacious and stimulating rooms.Our setting is co-ordinated by an experienced Proprietor/Manger (Jo Giddings) and an experienced Deputy Manager (Kelly Giddings Crocker) who is also the named Senco co-ordinator for the setting. We also have three Nursery Practitioners and three Nursery Assistants. The majority of the senior staff are experienced and knowledgeable in working with children with additional needs, promoting positive behaviour and supporting children with specific needs.OUR MISSION STATEMENTAt Little Xplorers, we are committed to promoting and providing high quality learning through a genuine partnership with the child and their family. We recognise that emotional and social development are vital and believe in valuing and respecting all individuals in a welcoming and inclusive environment.We encourage a love of learning. Through our continued team development and multi-agency partnerships, we develop a deep understanding of the whole child.THE LOCAL OFFERUnder the Special educational needs and disability code of practice: 0-25 years (September 2014, part 4) it is now a legal requirement for local authorities to publish a Local Offer, compiling information about childcare options and what parents/carers can expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are Disabled (SEND code of practice, 2014 pg.48)The aims of providing the Local Offer include:* Providing clear, up to date and readily accessible information about available provision in your area and how you can access this provision.
* To make provision increasingly responsive to the needs of children, young people and their families within the local area; involving them in decision making, development and review.

The aim of this specific document is to provide parents and carers of children with Special Educational Needs (SEN) and disability with clear and relevant information about the provision we offer, and the ways in which we support children with SEN and Disability. Information in this document includes:* How we identify SEN needs and ways in which we involve you in this process
* How we use the assess, plan, do, review system to support children with SEN needs and Disability
* How we support your child’s transition to a new setting or school
* Ways in which we work with specialist from outside agencies
* The process of requesting an Education, Health & Care needs assessment ( previously a Statutory Assessment)
* How the Senco and other members of staff will support your child within our setting
* The records we devise, maintain, keep or share with other professionals

ACCESSIBILITY & INCLUSIONOur setting is located within a double storey building, with a staircase giving access to the first floor. Unfortunately, this does not allow us to admit children requiring wheelchair access.The children’s cloakroom is located within each of the three rooms. Children’s pegs are identified using their photographs and name.The flooring within all the rooms is non-slip, there are areas where there are mats for seating. (Book corner, also with bean bags construction area) The environment is well lit by overhead lighting and lots of natural light from the many windows. The walls of the rooms feature display boards of children’s photographs, creative pieces and pictures of the children busy in the seven areas of learning.The furniture within the setting is entirely moveable and adaptable. All resources and equipment are displayed at child height, and children are encouraged to self-select resources as and when they require.All tables, sand/water trays within the rooms are height adjustable and we provide a range of wooden chairs at varying heights, some with supportive arms. Activities are arranged on both table tops and at floor level where appropriate. All resources are age appropriate.Our outdoor environment consists of three separate gardens for the different age groups with a large green area which offers Astro Turf and real grass. We have age appropriate equipment in all areas of the garden.We are lucky enough to be situated in a park, right near a children’s play area. We make good use of the parkland (Bug spotting, collecting items, going for nature walks, visiting the nearby walled garden) we use the children’s play area at the quiet times of day to enable our children to experience the equipment the park has to offer.IDENTIFICATION AND EARLY INTERVENTIONThe progress of each child who attends our setting is closely monitored through a range of approaches and methods. The monitoring of progress ensures that each child is achieving to their fullest potential and any possible difficulties are identified early.Little Xplorers uses the following monitoring and assessment methods, with the aim of highlighting any possible areas of need for children within the setting.* All children attending the setting are offered the choice of having a home visit. This would be carried out by the assigned Key Person.
* Each child is assigned a Key Person whom welcomes and helps them settle into our environment. The key person meets with each child’s parent/carer before they begin the setting. This meeting enables parents/carers to talk about any concerns they may have about their child’s development, as well as enabling the Key Person to talk through aspect about how we identify and support children’s individual needs. Parents together with the Key Person complete an ‘All about Me’ booklet and parents are also asked to complete a baseline assessment of their child’s development.
* If there are any difficulties being experienced by either the child, parents or they have any particular worries, we would carried out CAF assessment to seek further help.
* Children’s progress is tracked and recorded termly. The tracking is used when planning focussed activities for the children, using the area of need along with their interests to provide the activity.
* At the end of each term, the Key Person meets with the parents/carers and they share a report which has been compiled by the key person on the children’s progress. The children’s ‘Learning Journey’ is also shared with parents each term and parents contribute to the ‘Learning Journey’ at times throughout the year.
* In addition to monitoring through everyday observations, we also complete a 2 year old progress check. As a requirement of the EYFS the key person uses information they have gathered through day to day observations, as well as knowledge gained through discussion with parents to complete this check for the children in our setting. In this check the Key Person will discuss and identify children’s areas of strength and any area of development that may have been observed, making specific comments about the children’s progress in the three prime areas of learning: Personal, Social & Emotional development, Communication & Language, and Physical development. They will also comment on the children’s style of learning.
* The aim of the progress check is to inform parents/carers of their child’s progress within the setting, which also acts as a tool for early identification of any potential difficulty or need that the child may be experiencing. The document is shared with parents/carers and we encourage them to record their views and opinions about their child’s progress.
* If there are areas of need identified within the 2 year old progress check we would need to:
* Next steps may involve Key Person devising targeted activities which will promote children’s development in a specific area. During the following weeks, if it is observed that the child had not made progress towards meeting targeted next steps, targets would then be adapted and further structured activities devised in order to ascertain whether this may be an area of potential need for further investigation.
* While we ensure that times are given for the Key Person to offer extra support to children who may require it, we feel that early intervention and action are key in planning adequate support and achieving the positive outcomes for children with SEN and Disabilities. Therefore we feel it is vital, that requests for further support and guidance from outside agencies are not delayed in any way. We meet regularly with EYST in Brent and can request their support at any time.
* Key Persons meet approximately 6 weekly with the Manager for supervision. During this time the children in that staff member’s group are discussed, next steps are discussed and a parent’s meeting agreed to discuss the concerns about their child. Parental partnerships are vital in achieving the best possible outcomes for children who may need additional help. We believe in an open approach and using the solid relationships that staff have built with parents, enables the Key Person to talk openly and honestly with parents/carers about any concerns we may have found.
* Through termly tracking we are able to clearly document the levels of support we provide for the children. We are able to identify which children may require additional support which is being met through existing targeted intervention and also any children who require more specialised intensive work (SALT & OT – provided by outside agencies)
* After discussion and agreement with parents we will initiate the next step and devise an Individual Education Plan. If necessary, with parental consent seek guidance from an outside agency. (EYS, Advisory Teachers, SALT, OT, Educational Psychologist.
* Children’s IP’S are reviewed at least every term. Parents are invited to the IP meeting and their opinions and comments are valued and reflected within the adapted or newly devised IP.

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SUPPORTING CHILDREN WITH SEND

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| ROLE | RESPONSIBILITIES TO CHILD AND FAMILY |
| SENCO | * To co-ordinate and oversee all aspects of child’s care and education
* To work in partnership with parents to ensure child is achieving
* To arrange and lead IP review meetings where child’s needs and targets for development are devised
* To access appropriate funding if applicable
* To source resources and equipment appropriate for child’s needs
* To Liaise with professional bodies and relevant agencies with regard to children’s needs and development
* To signpost parents/carers to support and guidance
* To assist in the review of settings SEN policy and to oversee review of Local Offer information
* To provide advice and guidance regarding child’s progress and strategies used to support child, with staff team
* To oversee the completion of specific referrals to outside agencies
* To maintain children’s documentation and ensure that records are up to date
* To oversee request for Education, Health & Care Plan, Assessments, and provide Signiant/relevant information to appropriate agencies regarding child’s development and progress
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| KEY PERSON | * To provide child with one to one support, if necessary, enabling and extending their exploration and investigation of environment-promoting key skills
* To support child during transition times
* To consult with SENCO with regard to child’s progress meeting short and long term targets
* To complete settings progress record, detailing daily activities and progress made towards achieving IP targets
* To undertake regular observations to feed into Learning Journey and suggest continued lines of development/Next Steps
* To feedback to parents/carers on a daily basis, discussing child’s daily activities, meal times and any other relevant information.
* To participate in the reviewing and implementation of child’s IP on a termly basis.
* To build effective relationships with parents/carers
* To build an understanding of individual children’s needs and explore strategies to able children’s progression and development
* To liaise with the SENCO regarding concerns about children’s development
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TRANSISTIONS

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| We recognise that for lots of children, starting a new setting can be a daunting time. We offer all parents/carers the opportunity to have a home visit, carried out by the Key Person. We feel this helps to forge a bond between the setting and the family, this is advised, but optional. We ensure through our Key Person system that each child is supported through this time with warmth and patience, we feel this is really important for children with SEN and Disabilities. For children with already identified needs, we work closely with parents/carers to find out as much information as possible. We ensure that we are fully prepared and capable of meeting the needs of every child before they start our setting. We make reasonable adjustments to our environment to ensure that children can fully access all areas of the provision, sourcing new equipment if necessary.The child and parents have the opportunity to meet with the Manager, Senco and Key Person before they join our setting. Children are offered settling in times, where during the time, parents will leave their child for periods of time. We then build the times that parents are away for, until we feel the child is settled enough to start the required sessions.Sometimes this settling in process can take some time, but with a sensitive approach we aim to minimise distress for your child and you.If your child has attended an early years setting before, we seek your permission to contact them for further information. Wherever possible, we will make contact with any outside agencies that have been working with your child, to gather their input in supporting your child.When the time comes for your child to move onto a new setting or school, we will oversee the ‘Transition Process’ with the aim of providing a smooth transition for you and your child, as well as helping the receiving setting to become as prepared as possible for meeting your child’s needs. We will invite you to attend a transition planning meeting, where we will discuss any concerns you may have about the move. We will devise a ‘Transition Plan’ which will outline any considerations that we feel the new setting will need you be aware of and suggest a best course of action, such as a graduated transition.We will also devise a Transition Passport for your child, with your input. This document will act as an in-depth “all about me”, outlining your child’s interests, strengths, likes and dislikes, triggers for behaviour, things they may require help with. |

STAFF TRAINING

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| We recognise that all staff members within our setting need specific knowledge in order to effectively support children with SEN and Disability. We are committed to giving our practitioners the opportunity to access relevant training during firstly induction, then throughout their time with us.We feel that an environment where expertise and knowledge is shared, is an environment where children will flourish.Our designated Special Educational Needs Co-ordinator Kelly Giddings Crocker holds an NVQ3 she has also attended training on Speech & Language and Autism AwarenessAll other staff members have completed the following:* Safeguarding
* Promoting Positive Behaviour
* Equality & Diversity
* Special Educational Needs
* Early Language
* Learning Through Play
* Reflective Practice
* Characteristics of effective learning

We hold regular team meetings where the specific needs and progress of individual children are discussed and planned for. |



LITTLE XPLORERS DAY NURSERY

COACH HOUSE, ROE GREEN PARK, 288 KINGSBURY ROAD, NW9 9HA

SEN AND DISABILITY LOCAL OFFER

JULY 2016

FUTHER INFORMATION

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| If you require further information about our provision please feel free to contact us and we will be happy to answer any queries you may have. Alternatively you are able to access information about our setting via our website.If you have any questions relating specifically to a child’s Special Educational Needs or Disability, please speak to Jo or Kelly |