



**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting: **AKS**

## **The Setting**

### **What the setting provides**

The setting is a full day care setting. Places are available for children from the age of 0 - 4yrs. The setting is open Monday to Friday, 8.00am - 6:00pm, 50 weeks of the year, closing for a period at Christmas and Bank Holidays.

The Nursery currently employs 17 staff. Of these, all hold appropriate childcare qualifications, mostly at level 4 and 5 and teaching level.

There are four rooms for children; Baby room, Lower Toddlers, Upper Toddlers and a Pre-School class. All staff especially the Manager and Senco, monitor the provision on offer in the setting for each age phase and ensure there is consistency between the three groups.

The setting practitioners also have additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, a nominated safeguarding officer, an ENCO and a SENCO.

The Nursery Manager has overall responsibility for the setting.

## **Accessibility and Inclusion**

### **What the setting provides**

#### **The building:**

The Nursery operates from within the Preparatory department of AKS, Lytham. The building is wheelchair accessible from all entrances/exits. There are three accessible parking spaces at the front of the building. The building is accessed via a buzzer/intercom system linked to the Nursery and the main Preparatory School reception

There are fourteen child-friendly toilets and child friendly sinks within the setting along with nappy changing facilities, potties and a shower.

The corridors are well illuminated by sensor lighting along with a window halfway along the EYFS corridor. The walls are painted white and the skirting and architrave is grey. The flooring is a grey carpet with a rainbow effect near to the Preparatory school reception area.

With the exception of the accessible toilets, all the internal doors around the building are standard door size. The doors to rooms have viewing panes at the top and bottom, doors to storage cupboards and toilets are solid; storage doors are secured with keys. There are laminated A4 paper signs which name the rooms.

There are parent information boards in the entrance area both in the Nursery and the Preparatory school. These contain information about the setting, including contact details for Ofsted and complaints procedure, along with information from each class regarding their future play activities. 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 written form or are accessible from our website

### **The rooms:**

All the rooms are illuminated with sensor lighting and there are vertical blinds on all the windows. The walls are painted in a pale colour with display boards mounted at adult height. The display boards are backed in neutral colours to ensure that the children are not visually over-stimulated. The floors are half carpeted and half easy clean vinyl in either a green or blue colour. All the rooms have a small kitchen area with wall and base units, sink and work top, as well as a fridge within the baby room, which are all low level. Our snack and milk for other classes are stored within the main kitchen facility and children can access clean drinking water throughout the day via their individual water bottles or jugs and cups available in each room. All our lunches and teas are prepared by catering staff in the Preparatory School kitchen.

In all rooms the furniture consists of sized-appropriate furniture. Toys are stored in child height units. There are pictures and labels on the front of storage boxes to identify what is in them. The sand, water trays and art easels are placed on the easy clean flooring and are size appropriate for all children. Resources are suitable for children within the classes, however, toys and resources can be borrowed from other rooms if they are needed.

The classrooms within the Toddler and Pre-school areas contain an interactive whiteboard which is moveable to the correct height. Storage units for children's toys/resources are all at children's heights.

Children work is displayed on both adult height display boards and at child level. There are also photographs of everyday examples of activities within our environment for example photos of the beach and sea near the sand and water area.

### **The Outdoors:**

We have a secure outdoor area with canopied areas outside each classroom leading to purpose build outdoor learning environment including a water exploration zone, tunnels, slides and climbing frame. It is accessible through standard size doors in the classrooms or double doors via the corridor.

Resources can be taken outside and are chosen and adapted to suit the needs of the children attending the setting.

## **Identification and Early Intervention**

### **What the setting provides**

Children's progress is closely monitored in our setting. Each child has their own online learning journey which includes photographs and observations. The Development Matters framework is used as a guide to ensure that all children are progressing to their age

appropriate check points. This is then inputted onto Classroom Monitor software, which allows staff to monitor their progress across the areas of learning and development within the EYFS.

In addition to the child's learning journey a report is produced and sent to the parents twice a year throughout all phases of their child's education.

The reports encompass the 2 year check. The 2-year check 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 SEN support 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.

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

[https://www.akslytham.com/portals/0/documents/policies/AKS\\_Special%20Education%20Needs%20Policy%20and%20Procedures\\_WS\\_EJL.pdf?ver=2020-09-01-185802-650](https://www.akslytham.com/portals/0/documents/policies/AKS_Special%20Education%20Needs%20Policy%20and%20Procedures_WS_EJL.pdf?ver=2020-09-01-185802-650)

## **Teaching and Learning Part 1 – Practitioners and Practice**

### **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 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 Baby room and 2-3 age phase, the prime areas of learning and development (Personal, Social and Emotional Development, Communication and Language and Physical) are the areas of focus, however, there is an emergence of 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.

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 their rooms, 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, it is their role to observe and track the children within their group.

## **Teaching and Learning Part 2 - Provision & Resources**

### **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.

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 including our area SENCO, Speech and language therapist, occupational therapy and health visitors, who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and the senior management of the school. 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 staff from other rooms 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.

## **Transitions**

### **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 age phase room they will be joining. The Manager or Deputy will talk to parents about their own and their child's preferences for a settling in period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move age phases, leave Nursery to attend a different setting or move on to school. This is available to parents within our setting. The policy and procedure includes 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.

Parents can contact us by phone or email if they would like to check in on their child.

## **Staff Training**

### **What the setting provides**

All practitioners in our setting are qualified to level 3 or above. The Manager is qualified to level 5, along with 7 staff holding qualifications within teaching.

Our Manager is also our SENCO, who has attended many training and information courses.

We value opportunities to support their further professional development and they are actively encouraged to seek professional development, staff are provided with opportunities to do this.

We also make use of the local authority Children First website to access information and e-learning modules such as CAF training.

## **Further Information**

### **What the setting provides**

As a setting we are required to have a procedure for dealing with complaints. This is available to parents within the nursery on our parental notice board or can be accessed by following this link.

[https://www.akslytham.com/portals/0/documents/policies/AKS\\_Complaints%20Policy%20and%20Procedures\\_WS\\_AJM.pdf?ver=2020-09-01-184914-837](https://www.akslytham.com/portals/0/documents/policies/AKS_Complaints%20Policy%20and%20Procedures_WS_AJM.pdf?ver=2020-09-01-184914-837)