



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: **Farington 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:

faringtonplaygroup.co.uk

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:

|  |   |            |                                     |  |
|--|---|------------|-------------------------------------|--|
| <b>Setting Name and Address</b>  | <b>Farington Nursery<br/>Rose Street<br/>Farington<br/>Leyland<br/>PR25 4GH</b> |            | <b>Telephone Number</b>             | <b>07905 904444</b>  |
|  |   |            | <b>Website Address</b>              | <a href="http://www.faringtonnursery.co.uk">www.faringtonnursery.co.uk</a> |
| <b>Does the setting 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>X</b>  |            |                                     |  |
| <b>What age range of pupils does the setting cater for?</b>  | <b>2-4 years</b>  |            |                                     |  |
| <b>Name and contact details of your setting SENCO</b>  | <b>Megan Doran<br/>07905 904444</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>Sarah Jackson<br/>Manager</b> |              |  |
| <b>Contact telephone number</b> | <b>07905 904444</b>              | <b>Email</b> | <a href="mailto:faringtonnursery@outlook.com">faringtonnursery@outlook.com</a> |

## 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> |                      |             |                |
| <b>Name</b>  | <b>Sarah Jackson</b> | <b>Date</b> | <b>24/7/25</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**

- **Farington Nursery is a non-profit making, committee run, full day care pre-school/nursery open term time running independently from within Farington Primary School**
- **We cater for 2- 4 year olds and can take a maximum of 30 children per session, mixed ages are together in one large room although Fridays are specifically for pre-school age children only**
  - **Manager – Sarah Jackson, Assistant Manager/SENCO – Megan Doran, Parental Involvement Co-ordinator (PICO) – Ingrid Perry, DSL's Sarah Jackson, Megan Doran, Jacky Furness and Rachel Hensby.**

## 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

- **We have full wheelchair access and there are designated disabled car parking spaces at the front of school**
- **We have a disabled toilet available and a lift to allow wheelchair access around the school, ramps are situated at entrance/exit points with various access around the whole building**
- **Our room has been decorated in calming, neutral colours to facilitate a calm atmosphere and at various times throughout the day the children are separated into smaller groups inside and outside which allows a calmer atmosphere**
- **We have posters and signs displayed in various languages and we are a member of the Pre-school Learning Alliance who can provide us with services with regards to translation and resources for families whose first language is not English or families who have additional needs**
- **The layout of our nursery can be adjusted to meet the needs of an individual child**
- **We can source specialist equipment to meet the needs of an individual child**



- 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**

- **Farington Nursery takes account of the Learning and Development Requirements of the EYFS in which it states that practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. But throughout the early years if a child's progress in any prime areas (personal social and emotional development, Communication and language development and physical development) gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.**
- **We believe that children learn and develop best through free play and self chosen activities, we provide a vast amount of resources and activities which cater for children's social, emotional and behavioural development, physical and sensory development, communication and interaction and learning and cognition.**
- **Children progress and development is monitored closely by: i) initial baseline assessment within the first 2-4 weeks of attendance with parental input ii) followed by termly assessments (3 in total) iii) a 2-3 year development check will be completed by the child's key person and parental involvement is sought iv) a transitional report is completed when a child moves settings**
- **The settings provision map takes account of the four areas listed above, it states how children are supported through practitioners input and environment and resources and how children who have additional needs are supported through Targeted Learning Plans and SENCO input. The Key person and SENCO will work closely with parents to plan an appropriate programme of intervention and support, this is achieved through the 'wave' system. All children enter at Wave 1, at Wave 2, children will receive additional support from staff such as closer 1:1 focused activities and small group work in a certain area and at Wave 3 after using the 'graduated approach' staff will seek advice from outside agencies as appropriate.**
- **We hold annual open evenings and parent evenings for families to experience the child's learning environment. We have close links with local children's centres, health visitors and schools to enable us to provide information to parents to attend community services.**
- **We feel it is of vital importance for children to be able to express their views, we facilitate this through activities which encourage communication through show and tell, talking tub, carpet time, key person groups, 1:1 interaction. We include children in decision making for new resources letting them express their preferences and link this to planning for children's individual interests.**



## 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

- **We have a wealth of resources for children with special educational needs and practitioners are able to access these and in addition seek advice from the SENCO. Specialist training can be undertaken should the need arise using the allocated funding along with additional staff deployment and purchasing resources as and when there is a need.**
- **We work closely with other professionals and parents arranging time for meetings ensuring staff availability. This is achieved through nursery operating above staff child ratio at all times.**
- **We have close links with many outside professionals such as speech and language therapists, health visitors, outreach support team, physiotherapists, Inclusion teacher, portage worker, social care services, dieticians and a fantastic working relationship with our local Child Development Centre Broadoaks.**
- **All activities including trips are planned taking into account the dynamics of our current children, therefore activities will be planned accordingly.**



## 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

- **Farington Nursery operates an open door policy in which parents/carers can chat to staff at any given time, in addition we have a notice board which clearly states weekly notices as well as a using our online sharing app Blossom for each child which is completed on a weekly basis by the key person**
- **As stated earlier assessments and individual summaries are undertaken continuously and parents are involved at all stages in this process**
- **The Manager and SENCO monitor the progress of each child linked to the development matters of the EYFS continually, ensuring that every child is developing appropriately, sometimes the ATTS tracking is used if more detailed tracking is needed to monitor a child's progress or learning and development**
- **Parents/carers are actively encouraged to join our committee and support fund raising events**

## 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**

- **On joining our setting we ask that registration forms are completed and then 'This is Me' forms are completed with the child's key person, we ask that children visit prior to first day of attendance to become familiar with both the surroundings and practitioners.**
- **We work in conjunction with local schools and settings to ensure a smooth transition process.**
- **For children with additional needs we will arrange a transition meeting with parents and all professionals involved to ensure the child is fully prepared for the move.**
- **Activities are used as and when required to help children move to their new environment. E.g. school uniform, class room photographs including new teachers, scrapbooks**
- **We accompany children to their new setting to support the imminent changes during transition into a new school environment.**
- **We invite settings to visit nursery at any time to meet the children prior to the move.**

## 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

- **All staff hold a relevant level 3 qualification in early years.**
- **Manager has a level 3 in early years and a Lvl 3 SENCO in early years and was the previous SENCO in setting.**
- **SENCO has a level 5 in children, young people and their services.**
- **Our SENCO has an extensive knowledge and experience of children with additional needs, having worked in different settings supporting children with a range of disabilities and special educational needs and gaining further knowledge from professionals who specialise in various fields.**
- **All staff attend courses on a continuous bases to ensure our knowledge is updated and relevant e.g. signing, autism, well comm., I Can, PECs, Speech/lang**