



## SEN and Disability

### Local Offer: Early Years Settings

Name of Setting: **Nature Trail Chorley**

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:

<http://www.naturetrailnursery.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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SETTINGNAME

eg: LO-FLUFFYBUNNIES

<b>Setting Name and Address</b>	<b>Nature Trial</b>		<b>Telephone Number</b>	<b>01257 469202</b>
	<b>Unit 1 Initial Site, Harpers Lane</b>		<b>Website Address</b>	<a href="http://www.naturetrailnursery.co.uk/">http://www.naturetrailnursery.co.uk/</a>
<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>What age range of pupils does the setting cater for?</b>	<b>3 months to 5 years</b>			
<b>Name and contact details</b>	<b>Laura Hobbs 01257 469202</b>			

<b>of your setting SENCO</b>	
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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>Laura Hobbs – Nursery Manager</b>		
<b>Contact telephone number</b>	<b>01257 469202</b>	<b>Email</b>	<b>naturetrailnurserychorley@gmail.com</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://www.naturetrailnursery.co.uk/">http://www.naturetrailnursery.co.uk/</a>		
<b>Name</b>	<b>Amanda Hilton</b>	<b>Date</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

Nature Trail Nursery is a brand new, purpose built setting situated within the heart of Chorley with a capacity of 62 children. It is close to the town centre and motorway links. The setting is fully equipped to cater for children from 3 months to 5 years. The nursery building is split into three different rooms each suitable for the different ages. The Owl Room holds children aged 3-5, The Hedgehog Room holds children aged 18 months to 3 years and our Snail Room holds babies aged 3 months to 18 months. Children transition from room to room when they are not only age appropriate but physically, developmentally and emotionally ready. Visits are arranged for the child to develop their relationships with the practitioners in their new rooms.

Nature Trail is open 5 days a week for 51 weeks of the year, only closing for bank holidays and one week over Christmas. The opening hours are 7.30am to 6.00pm. Parents have a choice of sessions, a full day or half days (7.30am-12.45 or 1.00-6.00)

There are currently 12 members of staff.

The Management team consists of:

Laura Hobbs - Nursery Manager, Safeguarding officer, SENCO, PICO and Fire marshal

Kirsty Almond – Deputy Manager, Safeguarding officer, Room Leader of The Owl Room.

Gillian Tyrer – Deputy SENCO and fire marshal

Nature Trail provides quality care in a stimulating and friendly environment for children to play and explore. A wide range of activities and constant access to a range of different resources is provided to promote open ended play. There is an outdoor play area situated to the side of the building and children have lots of opportunities to go out into the local area on nature walks.

Throughout the day, we provide breakfast, lunch and afternoon tea. Water and snacks are available at all times. Children who access their funded hours only are required to provide a packed lunch.

Seasonal menus are used with a wide variety of healthy foods to help promote a balanced diet.

## 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**

Nature Trail is situated on a main road. There is access to a car park at the front of the building shared with the joining units.

Nature Trail is set out on the ground floor making it fully accessible for wheelchairs. Each room is decorated in neutral colours with both carpet and lino areas. There are different areas of learning set up in each room ranging from creative to construction.

The Owl Room has access to two different sized toilets and sinks at children's height promoting children's independence. The Hedgehog Room and The Snail Room have appropriate changing areas and potty training facilities.

Each room is equipped with age appropriate resources. Height adjustable furniture such as tables and water trays are provided and adjusted accordingly. Room layouts are subject to change to meet individual needs of children. Changes are put into place to suit SEND children dependant on their specific needs. Changes are also made for children with English as an additional language such as picture cards and labelling. Staff communicate with parents and learn key words in the child's own language to assist them settling into nursery routine.

### **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

Each child at Nature Trail has their own key worker. This key worker is responsible for monitoring the child's development and providing challenging and stimulating activities to meet the children's interests and targets. The key worker will complete a development tracking document each term to monitor each child's individual development. This helps identify areas for concern. Each child will receive a more detailed development check report each year and parents are invited to progress reviews with their child's key worker. Nature Trail staff strive to achieve strong parent relationships to ensure parents are comfortable and confident to raise any concerns about their child.

Nature Trail seek advice from the Inclusion Teacher with permission from the child's parent in the event that a child is showing signs of SEN or any other additional need. A meeting with the parent, key person and inclusion teacher will take place and a decision made together on what next steps are needed to assist the child in further learning and development. The SEND policy and procedure is followed at all times and all information is kept confidential.

Nature Trail also have links with the local children's centre for guidance and support.

## 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

At Nature Trail we complete In The Moment Planning. This is all about capturing the children's current interests at that particular time. We do not plan in advance as this form of planning is based on what the child is doing, as practitioners we interact with the child to build on what the child is already doing (in the moment). This is where new learning experiences are child led. Staff provide resources and equipment to assist the children in their own ideas and provide guidance in seeking further information promoting exploration. Staff plan enhancements for areas to help promote and develop children's own interests.

A Baseline assessment document is completed when a child has attended for 3 weeks. This along with input from the parent, and observations gained by the child's key worker, gives a holistic baseline of the child's development. These documents are then completed each term to monitor the child's progress and development. All children's progress and development is monitored and a setting provision map audit is completed.

Where a child may be not be achieving their expected development markers, or is showing signs of needing additional support the nursery SENCO will monitor and observe the child, take into account staff and parents views. From this, the SENCO will take the necessary steps to meet the child's individual needs and seek support when needed. A request for guidance will be completed with full input and approval of the child's parent to achieve the correct guidance for the child.

## 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**

Nature Trail provides a wide variety of natural resources for children and enhancements are made to promote further investigation and exploration into new activities and experiences. Any funding allocated is used to provide age appropriate resources and SEN equipment relevant to the individual child.

Children have regular opportunities to go out into the local area for walks and to visit local shops and parks. These walks offer enhancements from developing a child's interest. Trips are arranged for children to explore further environments. All walks and trips are risk assessed before the children participate. Qualified first aiders attend each time and a nursery mobile phone is used in case of an emergency.

Nature Trail also use outside organisations. We currently have a dance class each Wednesday morning (term-time only) which is optional for parents and is able to be modified to ensure that all children can take part

### **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**

Parents at Nature Trail Nursery are invited to attend regular progress reviews with their child's key worker. Each child has their own Learning Journey file. These are used to document development, display observations, photo's and the next steps for children. These stay at nursery, however parents are welcome to see these files upon requests. When the child comes to the end of their time at Nature Trail they take their file with them to keep.

Progress trackers are completed each term. These determine if the child is developing age appropriately and highlight any areas of concern. The manager receives the results of every child and evaluates them. This determines if there are any areas of learning or a particular group of children not achieving. This is broken down into a variety of groups such as girls, boys, summer born children and SEND children. From the results of these trackers action plans are put into place in each room to ensure any area of concern or area of learning is developed or enhanced to it's full potential.

Parents of The Snail Room are given a baby diary. These are used to document the child's feeds, nappy changes, general well being and information of what they have done that day. These books continue through to The Hedgehog Room. Once the child reaches The Owl Room the books are no longer used and the child's key worker gives verbal feedback. This is to help prepare both child and parents for school.



## 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

When new children are signed up to join Nature Trail parents are provided with an 'all about me' pack to complete and return upon the child's first visit. The information provided in these helps the child's key worker develop a relationship with the child and have a better understanding of the child's interests. This is used to help the child settle into nursery. The child is invited for a few visits before their official starting dates. Parents are encouraged to phone to speak to the key worker for reassurance if needed.

Children at Nature Trail Nursery transition to age appropriate rooms when they are emotionally, developmentally and physically ready. Each room provides a safe, clean and stimulating environment with appropriate activities and resources to suit the particular age phases.

Transitions documents are completed to be passed on to the child's next key worker to help them develop an understanding of the child's interests, allergies, development stage and any other relevant information to help the child transition as smooth as possible. The child will be invited into their new room for a number of visits to familiarise themselves with the routine, children and staff. Once the key worker is confident the child is ready they communicate with parents and arrange an official moving date.

When a child with additional needs signs up to Nature Trail a meeting with the manager, SENCO and the child's parent is set up. This is used for Nature Trail to gather all the information needed to provide a setting access plan for the child's individual needs and to make the relevant connections with any other professional taking part in the child's monitoring and development. A targeted learning plan is put into place, complete with information gathered from other professionals to ensure the child is striving towards next steps agreed by all parties and these are evaluated termly. When other professionals are involved with the child they are invited in to meet the SENCO and the child's keyworker to share information, advice and strategies.

Transition documents are also completed for children moving on to schools. These help give the teachers an overview of the child's development and provides any other relevant information. Teachers are invited into the nursery setting to visit the children attending their schools to help promote a smooth transition for the children.

## 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**

We have a wonderfully experienced cohort of staff, there are twelve of us in total. We have 1 level 4, 9 level 3, 1 level 2 teaching assistant and 1 nursery assistant.

The staff work consistently in their rooms and we have set staff for each as we are only a small setting the staff get to know all of the children and their families. We employ a cook to prepare all of our meals and snacks. These are all homemade with the use of jars and cans kept to a minimum. All Managers from within the Nature Trail Group get together monthly to share information and to discuss ideas. Nature Trail Group also provides regular training through the online system Noodle Now and through face to face training, such as first aid, safeguarding & SENCO training.

The SENCO has attended SEN training and is able to attend a variety of training courses relating to different additional needs such as autism and visual impairments on request. Training opportunities are available for all staff to attend and these are discussed during supervisions & appraisals.

All staff complete Paediatric First Aid, Safeguarding, CAF, Prevent, and Safer sleep as mandatory courses.

### **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**

Enquiries for the nursery and any other further information can be obtained from the nursery Manager, Laura Hobbs and the Deputy managers, Kirsty Almond and Gillian Tyrer. Nature Trail offers an open-door policy for prospective parents to come and view during a fully operational day.

Parents are welcome to speak to their child's key worker or nursery manager at any time to discuss concerns or ask questions about their child's development. Occasionally parents may need to make an appointment for these discussions subject to nursery ratio's.

Parents have the opportunity to discuss things on collection or drop off, but if they require a longer meeting or in private, a time would be set up to enable this.