



## SEN and Disability

Local Offer: **Progressive Childcare @  
Gillibrand Primary School**

## Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

### The Setting

Progressive Childcare @ Gillibrand Primary School is a private day care setting that operates on the grounds of Gillibrand Primary School. We are registered for 20 children aged 2- 4 years; who we provide early years education and care for. The setting also operates a before and after school club for families who attend Gillibrand Primary. We operate between the hours of 7:45 – 18:00, Monday - Friday, term time.

The setting operates with 4 members of staff, comprising of; the manager, deputy and two part time practitioners. Every member of staff has key person responsibility for children in either or both; the Nursery and wrap around care. The manager has additional roles of; SENCO, Safeguarding lead, Behaviour champion and ENCO. The deputy has the additional responsibility of health and safety officer. All the Nursery staff have experience and training in a variety of additional needs.

## Accessibility and Inclusion

The setting operates in one; ground floor room, accessible from rear of the school grounds. The school grounds have wheelchair and pram access that lead to the setting. The school has a car park for staff but can be made accessible to families if required.

Resources in the room are kept at child height; with storage clearly labelled, including images. The staff team assess the layout of the room on a termly basis and alter it when necessary to meet the physical and cognitive needs of all who access it. Staff provide support to all children in a consistent routine.

Toilet and floor level changing facilities are located in the schools Reception class; adjacent to the play room. These facilities are all at child height. Adult and disabled facilities can be found a short distance away next to the school office.

Parent information is clearly displayed within the playroom. This includes Progressive Childcare's policies and procedures. Families have access to these at anytime. Termly newsletters inform families of any adjustments to Progressive Childcare procedures. The manager uses communication media as appropriate to meet family need, including; phone calls, letters, emails and social media. However, all staff are available at anytime to discuss matters face to face and are proactive in ensuring all families have clear understanding of any messages given. Staff also encourage families to share any home languages.

## Identification and Early Intervention

Staff providing Nursery provision make regular assessments of each child through the use of observation of the child's actions. This includes termly 'tracking'; comparing what has been observed against age related milestones set out by the EYFS framework. Staff will also conduct a '2 year old check' with families whose child attends between the ages of 2 -3 years.

These assessments give a clear picture for staff and families of a child's development. In the first instance a staff member identifies a gap in development; it is shared openly with the family. Further observations will be made of the child and if little or no progress is observed, the SENCO and key person will sit down with the family to discuss what further action they feel would be most appropriate. This may involve seeking expertise from outside agencies. The setting works closely with outside agencies to consistently support the development of any child receiving additional support in the hope of achieving the best outcome for them. Advice in these instances is always sought from the Inclusion teacher (Lancashire County Council).

Parent are free; and encouraged to, share any concerns they may have over development with their child's key worker, at anytime. Parents are also invited for at least one meeting with their key worker each term. Being a small setting, all staff have a very good understanding of each and every child. Staff are proactive in sharing concerns in their regular supervisions and staff meetings.

## Teaching and Learning Part 1 – Practitioners and Practice

Practice within the setting is influenced by the Early Years Foundation Stage Framework. The framework includes two sections;

- Statutory Framework: developed from existing law. Outlines the practice Early Years settings must follow in order to meet these laws. This includes learning and development, assessment and safeguarding and welfare.
- Development Matters: a sub section of 'learning and development'. Offers age related milestones, culminating in 'early learning goals' (what children are expected to achieve by year one of Primary school). Milestones are broken down into 7 areas of development: personal, social and emotional, physical, communication, mathematics, literacy, understanding the world, expressive art and design.

Staff in the Nursery are experienced in delivering the EYFS and are very aware of the safeguarding requirements that come with it; through regular training. The EYFS is also taken into consideration within the wrap around provision; where staff make informal assessment of children in their care. Any concerns are shared with parents and school staff.

As stated previously, we make regular assessments of each child in the Nursery to ensure they are making appropriate progress towards the 'early learning goals'. The play room and outdoor environment is set out in such a way that it complements the 7 areas of development. Staff are well versed in using a combination of children's interests and assessments to support their development. Though each child has regular 'focus week' to be observed in; children identified as having additional needs are observed on a weekly basis to provide more developmental support. It is the responsibility of the key person to carry out these observations and any targets set out in targeted learning plans.

The SENCO (manager) oversees the support given to children with additional needs and ensures the environment meets the needs of all children through provision mapping.

## Teaching and Learning Part 2 - Provision & Resources

All resources available to the children are age appropriate. Some resources are changed at different times of the day to reflect the differing needs and abilities of nursery and wrap around provision. This being said we make a conscious effort to source 'open ended' resources that can be used in a variety of ways.

The environment is audited regularly; by all staff but lead by the manager (SENCO, ENCO) to ensure it meets the diverse needs of all who access it. The children's assessments are a good indicator of the effectiveness of our environment. 'Group tracking' identifies any common areas where there is a lack of development. A combination of audits, assessments and individual TLP's aids us in deciding how any funding or budget is spent. This may include its use in hiring additional staff; with specific expertise, to support a child.

Though the setting follows adult to child ratio set out by the EYFS, as noted above; additional staff may be brought in if it is felt the statutory ratio does not adequately meet the needs of the child.

## Transitions

During your child's time with us your child will go through some times of transition. This will include, but limited to:

- Starting at the setting.
- Leaving for school, specialist school or another nursery.

Starting at the setting – all new families are required to complete registration forms when wishing to attend the Nursery or access wrap around care. These give us a detailed insight into the family and any possible needs. All new starters are invited for 'settling in sessions'. This is a good opportunity for staff and parent to discuss the child in good detail and make all aware of any care/developmental needs. It is at this point that a key person will be allocated. Settling in sessions are flexible and if more are required to support the child's emotional well-being, this will be arranged. With new Nursery families; parents are encouraged to fill in a base line assessment, as does the key person to give a clear insight into the child's. Any other agencies involved with the family are invited to the setting to share their expertise

Leaving for school, specialist school or another nursery – families leaving the nursery provision are asked to share the school they have been allocated or the nursery they will be attending. The manager then contacts these schools/nurseries and invites them to the Nursery to meet the child. This is particularly encouraged with any children with additional needs. A transition document is completed by children's key persons and shared with families before being sent off. The inclusion teacher and SENCO support staff in the completion of documents relating to children with additional needs. Staff are compassionate to the big change that the child and their family are about to go through and are always available to talk. As well as this, staff use a variety of strategies to support children such as; role play, group discussion, literature and audio books.

## Staff Training

Staff here Porgressive Childcare @ Gillibrand hold a variety of qualifications and experience, including:

1x Early Years Professional status and BA in Primary Education.

1x Early Learning and Childcare: and Playwork level 3

1x Supporting Teaching and Learning level 3

Staff have also attended several out house training for specific needs such as; speech and language, autism and play therapy.

Continuous professional development is a big priority for us at Progressive childcare. Through the use of development plans we identify ay needs for specific training to support all families we provide care for.

## Further Information

Operations Manager – Karen Lane – 01254 832120

Setting Manager – Liz Armstrong – 07749562310