



SEN and Disability Local Offer: Early Years Settings

Name of Setting: Ollie's Trust Nursery and
Out of school care.

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:

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 When saving your local offer please use the following format:

LO-Ollie's Nursery and Out of school Club Trust

eg: LO-FLUFFYBUNNIES

Setting Name and Address	Ollie's Trust, Nursery and Out of School Club		Telephone Number	01772 866415
	c/o Goosnargh Oliverson's c of e primary school, Goosnargh lane Goosnargh PR32BN		Website Address	http://www.ollietrust.co.uk/
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: We have experience of working with children on the autistic spectrum, with downs syndrome, additional speech and language needs, hearing impaired and children with physical disabilities.	
		/		
What age range of pupils does the setting cater for?	2 to 4 years in nursery 2 to 11 years in out of school care			
Name and contact details of your setting SENCO	Mrs Lorraine Slater Email: l.slater@ollietrust.com Phone: 01772866415			

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).

Name of Person/Job Title	Mrs Lorraine Slater (SENCO) Mrs Kathryn Cocks (Manager)		
Contact telephone number	01772 866415	Email	l.slater@ollietrust.com k.cocks@ollietrust.com

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.

Please give the URL for the direct link to your Local Offer			
Name	Ollie's Nursery and Out of school Club Trust	Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting
<p> 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.)</p>

What the setting provides

- **The Manager of the setting is Kathryn Cocks and the Deputy Manager is Sophie Grayston. The Supervisor of Afterschool Club is Mrs Zoe Shepherd.**
- **The SENCO (Special Educational Needs Coordinator) is Lorraine Slater, The ENCO (Equalities Named Coordinator) is Kathryn Cocks and our PICO (Parent Involvement Coordinator) is Hayley Cornall.**
- **All practitioners are responsible for promoting positive behaviour, with the PICO and SENCO taking a lead in modelling strategies to other practitioners and offering support and advice for families. We use the conflict resolution steps.**
- **We can provide Nursery care with places for 24, 2-4 year olds and 40 up to 11 year olds in Out of School Club.**
- **Provision is offered from one building in which all ages of nursery children are together. Age appropriate provision is offered through adult and child led activities, the outdoor area is always open for a free flow of indoor and outdoor provision.**
- **An EYFS (Early Year's Foundation Stage) Out of School Club, for children from 2 till the end of their reception year is held in the nursery building. This building is accessible via the main entrance or a ramp from the playground. Out of School Club for children from Year 1 to Year 6 is held in the school hall, to ensure that they have access to activities that are suitable for their age, which includes a separate outside area. When it gets to 5.15pm the Year 1 to Year 6 children will join the EYFS group. On a Monday and Friday, we join together for the night as the School hall is being used for something else. Access to the Hall is via a ramp outside the Year 3 class room.**

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

- **Disabled car parking within the school staff car park**
- **There are internal steps leading from KS1 into KS2, which we use to get to the Hall for lunch time and Out of School Club. Access is gained by walking around the building and entering through the school entrance and there is a ramp outside the Year 3 class room. (School have plans are in place for a chair lift to be installed if the need arises)**
- **There are 3 low toilets; one with hand rails. The fire door also leads out onto a ramp for emergency exit. There is Disabled access into the setting, we have a ramp on the side of the building. We also have a disabled toilet with a hand rail and alarm pull cord.**
- **We ensure tables are spaced out so it is wheel chair accessible, we also keep chairs to a minimal, to minimize the risks of trip hazards.**
- **We have mats outside and inside for children to be able to sit on the floor to do activities and a low level sand pit.**
- **All toys and equipment are cleaned regularly.**
- **Our nappy unit is accessed via steps but is easily adapted to be accessible on the floor.**
- **Nappies are stored in the nappy bin within the nappy unit, we have experience of using eco nappies.**
- **We can keep background noise such as music and computers to a minimal when required.**
- **Our areas of provision are easily accessible for all children, but can be adapted when needed.**
- **Our fire exits are accessible for all children, although a separate fire evacuation plan would be put in place for individual children and their specific needs.**
- **We have a secure fence with a twist wire on the gate. The door into the main building can only be opened using the door release button.**
- **We store all medicine in a lidded box on the top shelf, in a cupboard in the office, unless they are to be stored in the fridge, in this case they are on the top shelf in the fridge door, with the kitchen door closed and locked. All fully named and must be prescribed.**
- **Activities are adapted to meet the needs of all children who attend our setting to promote inclusion.**
- **Risk assessments for the environment and resources are carried out daily and reviewed termly by our Health and Safety trained practitioner (Angela Turner).**
- **Handrails are fitted on the stairs up to the Hall, steps have an edged strip.**
- **Bedding is washed daily and sleep mats are wiped clean when they have been used. We also have prams for children to sleep in if preferred.**
- **All policies, procedures, staff, contact details, newsletters and forms are available for all via our website, when necessary information can be translated.**

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

- **We liaise with parents and carers regularly with regards to their child's development and learning so that they feel confident to raise any concerns or queries.**
- **We also provide termly reports showing the age bracket that the child is working within, targets for each area of learning and ideas for how targets can be supported at home. We also offer a parents evening at the end of February. Two and three year development checks are used as entry assessments to assess the children on starting Ollie's. This enables practitioners to identify if there are any areas for development or concern. All of these are shared with parents and support is offered.**
- **We liaise with health visitors or other outside agencies if the child already has additional support, i.e. CAF, Targeted Learning Plan, Speech and Language Therapists, following EHC (Educational Health Care) Plans or is accessing portage.**
- **We will share two year checks with the health visitor with parents permission.**
- **We have registration forms to gather information about the child and their family, and any background information. We also use 'All About Me's' to gather further background information.**
- **We regularly conduct staff meetings, in which part of the agenda is for staff members to raise any concerns they have regarding any child.**
- **We monitor progress through Development Matters and Early Years Outcomes, Early Support Links, Targeted Learning Plans, Targeted Observations, Next Steps, TAF (team around the family) meetings, CAF Meetings and EHC plan reviews.**
- **Our SEND policy can be found on our website and also in the Policies file in the main room.**
- **We offer taster session to the children which is an opportunity for parents to share information.**
- **We have two open evenings a year for families to come along and speak to the management.**

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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

- **The setting works within the Statutory Framework of the EYFS and Development Matters.**
- **Children's development is tracked and monitored regularly to ensure appropriate next steps are provided. We use the Local Authority EYFS/Early Support Links document to help track, monitor and plan for those children requiring further differentiated support.**
- **A range of motivational resources and equipment are provided throughout the setting to reflect the various ages and stages of the development of the children. Children's choices are promoted and parents are regularly consulted with regards to their children's interests and abilities. Focus is placed upon this for those children who don't communicate verbally.**
- **Children's learning is planned for, on an individual level and enhancements to provision in the setting are directly linked to the interests and next steps of the children.**
- **Practitioners ensure that a range of opportunities are provided for children to develop a strong foundation in the prime areas of Learning and Development: Communication and Language, Physical Development and Personal, Social and Emotional Development.**
- **The SENCO has time every week to train practitioners, update TLP's (Targeted Learning Plans), and observe children. Also to liaise with key-workers, research, gather and create resources and share information with IDSS (Inclusion and Disability Support Service) and parents and families.**
- **Keyworkers know children well and use skilful observation to ensure that they plan meaningful next steps and facilitate and support children effectively to make progress with the support of the SENCO.**
- **Key persons and buddy Key-persons liaise with parents, sharing concerns or progress with parents/SENCO.**
- **We observe in the moment, alongside adult directed play activities.**
- **Play is facilitated and extended by practitioners.**
- **Differentiated activities and resources reflect age/stage of development.**
- **We provide a language rich environment.**
- **We review targeted learning plans with parents and carers every half term.**
- **Parents are informed of all visits made by an outside professional and offered feedback.**
- **Information sent by the Inclusion Teacher and other professionals are shared with parents and implemented through targeted learning plans.**

- **We share learning journeys through open days/evenings and parents evenings, however they are available for parents to view whenever they wish and are able to take home to share with families. We have an open door policy and keep parents informed of their child's learning via email.**

- How are the setting's resources used to support practitioners to meet children's special educational needs?



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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

Resources:

- **We have age appropriate resources**
- **We are building up a bank of resources, so far we have sensory resources, visual prompt pictures, signing cds and we use the "signalong" dictionary.**
- **We have a box of transitional resources, e.g. books about going to hospital, or biting.**
- **We have a visual time table and also use choice cards at song times etc.**

How do setting determine what resources are available?

- **We use child's choice and observe what the children enjoy playing with, areas they access most. Also through involving families and looking at current interests.**
- **We have connections with other settings, cluster groups and other SENDCO's.**
- **Training courses.**
- **Research.**

How Setting's funding allocated

- **In the past we have used this to provide a casual member of staff to cover for 1 to 1 time with children.**
- **To train staff.**
- **Provide resources/activities for children with additional needs such as sensory toys, books, equipment they may need.**
- **Invested in "Wellcomm" language scheme.**

Additional Staffing

- **We all share concerns or development at staff meetings to work as a team in supporting each child, family and key-person.**
- **We use casual staff to cover whilst keyworkers work 1 to 1 with a child.**

Working with other professionals

- **We use the support of other professionals, by using the targets they have set for children and organising regular visits from them, using their skills and knowledge to answer our own questions.**
- **We also contact SALT (speech and language therapy) to go through the targets with them over the phone if we require further clarification.**
- **We release the appropriate staff, providing adequate cover, so that they can liaise with the other professionals.**

Specialist staff working at the setting

- **Staff will be trained on moving and handling as and when required.**
- **Parents and carers are informed when a visit is being arranged for their child and they are invited to any meeting and reviewing of their TLP's their input is welcomed.**

Mrs Jayne Smith is our smile4life champion which we are currently working towards.

Most staff are allergen and anaphylaxis trained.

How is a child included, e.g. in trips

- **A separate risk assessment for the setting environment and for outings, would be done for any child, taking into account their additional needs, equipment or requirements.**
- **Additional staffing would be put in place if needed.**
- **We would liaise with parents to ensure we know all the suitable information for the child and their needs.**
- **A separate fire evacuation procedure will be put into place for any child with additional needs.**
- **We would ensure that all children were included in all aspects of Ollie's provision – on or off site.**

How do you involve parents?

- **We use "All About Me's" on arrival. (recently updated to involve parents for the child's baseline assessment.**
- **We include parents with meetings, reports, two year checks, "All About Me's", transition reports.**
- **We talk to parents on the day of their child's sessions, and ensure they are happy and that any concerns are resolved.**
- **We ask parents what we may need if we are going on outings, such as prams, medications, comfort objects.**
- **We support the parents' wishes and routines within their child's development.**
- **We encourage children to bring in items from home, photos of their families and special objects to add to their keyworker area.**
- **We have a keyworker – parent email system, monthly newsletters and operate an open door policy.**
- **We have a EYFS parent's information evening.**
- **We have stay and play sessions, where children and families are welcome to visit ollies.**

- **We invite parents in to share skills or read stories.**
- We liaise with other Early years settings that children attend.

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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

- **We work closely with all of our parents and carers, but especially those of children who need additional support by reviewing their targeted learning plans together. Your child's progress is continually monitored and tracked by their key person. These are reviewed termly through their report.**
- **We aim to talk to all parents at the end of their child's session, informing them of their day, what they have learnt and anything that we feel the parent should know. We offer a whiteboard with details of this if we don't have chance to verbally meet. Keyworkers email systems enhance this.**
- **We work closely, ensuring that all staff are aware of the child's current targets and able to provide evidence.**
- **We carry out planned observations and unplanned observation on all children.**
- **We use a development tracker to monitor where each child is working and what they are working towards.**
- **We produce termly reports, two year checks and three year checks as well as tracking for the co-hort. This helps to identify additional needs.**
- **We carry out transitional reports for all children. For children who require extra support we hold meetings with parents and the IDSS, where we complete a local authority transitional report.**
- **We encourage parents to look at their child's learning journey, frequently and comment or give their input.**
- **We have home diaries to help us share information.**
- **We include parents in TAF (team around the family) meetings.**

Positions

- 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)

We ensure all children have the opportunity to attend taster sessions within school and before they start at Ollie's.

We offer stay and play sessions every month and visit the local toddler group bi-weekly.

We encourage visits from reception teachers for the children who are ready to move up to school. We have keyworker boards where children's pictures of their family and home life are displayed; therefore children can go to the board and see their family. They can also be proud of displaying their work here. These are also used to support attachments and their interests.

We could offer home visits if this would benefit the child.

We work together in all age groups, therefore there is no transition through age groups.

We liaise with other setting where the child attends and strive to help each other and monitor the children accordingly, sharing information where permission is sought.

Training

- What training have the staff supporting children with SEND, had or are expected to have?
- How many 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?
- How many/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

Currently: We have an assistant working towards level 2. We have 5 members of staff that hold a level 3 qualification in Early Years Childcare.

The Deputy Manager holds a BA in early years..

The Manager holds a level 6 qualification, BA (hons) in Early Childhood Studies has Early

Year's Teacher Status.

We have one member of staff who holds a Foundation Degree in Working with Young Children and Families.

We have 3 safeguarding Leads: Kathryn Cocks, Sophie Grayston and Zoe Shepherd but the DSP's are Helen Sant (Head-teacher and trust member)

The SENCO is trained by the IDSS in the SENCO role and has also attended course on how to support children and families within SEND and pupil premium courses.

Most staff have experience of working with children with SALT, HI (Hearing Impaired), Autistic spectrum.

Further Information

Who can be contacted for further information?
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

Further information can be found on our website www.olliestrust.co.uk or by calling on 01772 866415 and speaking to Mrs Kathryn Cocks/ Mrs Sophie Grayston .

Parents have the opportunity to talk to keyworkers or keyworker buddy's at the end or beginning of any session – No appointments are needed for you to come in and have a look around at any point.

We have an open door policy, where parents can call in whenever they like.

Staff/ keyworker can be contacted on their emails and any time, or through phoning us.