



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Giggles Day 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:

INSERT LINK HERE (TO BE UPDATED)

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.SENDR reforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SETTINGNAME

Giggles Day Nursery

Setting Name and Address	Giggles Day Nursery		Telephone	01695 558392
	1 Inskip Skelmersdale WN86JT		Website Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	no			
What age range of pupils does the setting cater for?	Children aged 9 months – 8 years			
Name and contact details of your setting SENCO	Cathy Bibby SENCO Manager 01695 558392 Erin Johnston SENCO 01695 558392			

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	Cathy Bibby Manager		
Contact telephone number	01695 558392	Email	<u>gigglescb@btconnect.com</u>

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		Date	

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

Giggles Day Nursery is a private Day nursery offering full time care for children aged from 9 months to 8 years.

We are registered to care for 43 children (0-2 , 2-4 years)

Manager – Cathy Bibby

Deputy Manager – Erin Johnston

Supporting Deputy Manager – Rebecca Johnson

SENCO Manager – Cathy Bibby

SENCO – Erin Johnston

Nominated Safeguarding Officers – Cathy Bibby & Erin Johnston

Senior Practitioner – Lisa Fenney

We also have two Early Years Teachers who have studied BA in Early Years Leadership and achieved Early Years Teacher Status.

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

Giggles Day Nursery are open 51 weeks of the year, closing only for Bank Holidays and one week at Christmas.

The building is fully accessible to wheelchair users as it is all on one level. We have accessible car parking facilities as well as changing and toileting facilities.

We organise the rooms to ensure free flow access to all children. Resources and equipment is on child's level to ensure easy access to children. All resources are labelled with words and pictures in English but also support children's home languages. Adjustments are made accordingly to suit children's individual needs. For example, providing resources to meet children's specific needs.

We communicate with parents daily through verbal conversations. We also share regular information through newsletters, our parent notice board and social media sites.

We have regular meetings with parents to ensure that information is shared consistently and will direct parents to the information and support services available.

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

Initially when a child enrolls at the setting we liaise with parents and discuss the child's individual care plan. Any individual needs would be identified and discussed and documented with any specific requirements.

When children start at the setting, within the first 6 weeks a baseline assessment is completed, to fall in line with the Early Years Foundation Stage (EYFS). Ongoing observations and significant comments are recorded by the child's key worker. These are linked to the Development Matters ages and stages of development which then inform staff the age of development the children are achieving and also identifies any areas a child may require additional support.

We also complete Two year progress checks where parents are invited to the setting to discuss their child's progress and development. This is an opportunity to keep parents fully informed of their child's development and current next steps that key workers have identified to ensure children's needs are met.

We have a key worker system in place to develop trusting and sensitive relationships with parents and children to enable respectful information sharing.

Any areas of concerns that may be identified will be shared with the setting SENCO and would discuss this confidentially with the child's parents.

If required the SENCO and the child's key worker will complete observations and once any needs are identified we would complete a Targeted Learning Plan (TLP) for the child to put in place achievable targets specific to the child's identified need. This would be shared with the parents and discussed and reviewed regularly.

Support and guidance will be offered throughout. If it was necessary to seek further advice and support at this stage, we would gain parental consent to contact our Inclusion Support Service by completing a request for guidance. We will continue to support parents throughout the referral process and ensure they are kept up to date fully.

The setting operates a graduated response to meet the needs of the children and the levels of support offered are at different waves depending on the identified need.

Wave 1 intervention – key person input through providing an enabling environments, differentiated activities, targeted support for children's individual needs and interests. Observations would identify a child who may require additional support. Further information may be gathered through liaising with Health Visitors or Inclusion and Disability Support Service. If further action is required or the child is not making progress it may be necessary to seek support from other professionals and the child would be moved to Wave 2.

Wave 2 intervention – the SENCO will liaise with outside agencies to identify any additional support that may be required and regular meetings will take place where specific plans can be put into place to best support the needs of the child. There may be further assessments carried out by other professionals, such as Paediatricians or Educational psychologists.

Wave 3 intervention - The child will have been identified as needing more specialised input and support in addition to the setting practice and intervention. The parent will be fully informed throughout and supported to discuss and plan the best possible support and strategies to be put into place.

Permission may be obtained for the setting to refer the child to a specialist professional, for example, a speech and language therapist, inclusion teacher etc. this will enable the setting and yourself to understand the child's particular needs and ensure they are receiving the best possible support.

The specialised professionals will work with the child to develop an understanding of their needs and make appropriate recommendations. This may include, making appropriate changes to the support the setting offers, setting specific targets for the child on a Targeted Learning Plan.

For children whose learning needs are severe, complex and lifelong, it may be a recommendation to make an application for an Education, Health and Care Plan (EHCP). This would involve statutory assessment by specialist professionals.

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

Within our setting we follow The Early Years Foundation Stage Framework. (EYFS). This is the framework used to outline the learning and development of the children, the assessments and the Safeguarding and Welfare requirements that all early years providers must meet to ensure all children learn and develop well and are kept healthy and safe.

The EYFS has 7 areas of learning. These include 3 prime areas and 4 specific areas of learning. These include:

3 prime areas of learning

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

4 Specific areas of learning

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**
-

We use the Characteristics of Effective Learning to ensure we are teaching the children in line with their preferred learning styles. These are:

- **Playing and exploring (engagement)**
- **Active Learning (motivation)**
- **Creating and thinking critically (thinking)**

As a setting, we plan activities or enhancements to the provision for the children on a weekly basis. Staff will plan according to their groups of key children and the current identified next steps they are working towards. These are gathered from observations and termly assessments. Staff will then plan a specific activity or an enhancement to an area of continuous provision to support the child in their learning and development but also based around their current interests. We also gather information from parents regarding the child's interests at home.

Staff will complete a Baseline assessment of each child within the first 6 weeks at the setting and this is then monitored and further assessments are completed on a termly basis. Parents are given a copy of these assessments and have opportunities to discuss them with the child's key person. We also complete two year progress checks and this is an opportunity for the child's key person, the setting manager and the child's parents to get together to discuss the child's development and is also opportunity to share and concerns or identified areas of need.

If a child is identified as having SEND we would strive to ensure we make suitable adaptations to the facilities as required and we will make suitable differentiation to the activities and resources that are available to the children. Our SENCO will work closely with the child's key worker to put a Targeted Learning Plan in place and will support the staff with strategies to work on to support the child whilst at the setting. The setting has a graduated response to the support offered to children with SEND and with Provision Mapping we are able to differentiate the support given. Provision maps enable us to strategically plan to meet the needs of all of our children, including those identified as SEND, and dependent upon the child's needs the appropriate wave of action would be applied as necessary.

Staff within our setting act as role models, sharing activities with children, providing opportunities for children to play alone, with peers and/or adults through a range of differentiated experiences. Staff are fully supported by the SENCO to enable them to provide appropriate experiences for children with SEND and staff will have opportunities to discuss any problems or share knowledge during regular staff meetings. Senior staff will offer support and guidance to other staff through modelling strategies and approaches to less experienced staff.

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

At Giggles Day Nursery we strive to ensure the continuous provision meets the needs of all of the children interests. This is Wave 1 and is what is provided to every child who accesses our nursery. We also offer more targeted support to ensure we meet the needs of the children identified upon Wave 2 so we are able to support them effectively.

If a child is recognised as needing further support we will discuss this with parents to share their child's progress and we may seek parental consent to make appropriate referrals to other professionals such as, Speech and Language Therapists, Inclusion Teacher, Educational Psychologists etc. this will help our setting and yourself to understand your child's particular needs and will help us to provide support to the child effectively. This will be Wave 3 support.

If your child has been identified as SEND, through observations, assessments and the input from parents and carers, Giggles Day Nursery is able to offer specific support through assessing needs using the Provision Mapping tool. Your child will be provided with all the help they need to support and encourage them to become independent and develop through their milestones.

Staff within the setting training to support them to further their knowledge and understanding to better enable them to plan for children with SEND. The setting SENCO attends regular networking meetings to ensure we are continually up to date with current practice.

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

Giggles Day Nursery continually strive to develop partnerships with parents and we develop friendly positive relationships between staff and parents. We operate an open door policy for potential new parents to come and look around our setting.

Staff meet and greet parents and children daily upon arrival to the setting and this allows us to share information about the children regularly. Newsletters are sent home on a termly basis to keep parents up to date with what is happening and we also display any relevant notices within our reception area were we also have a parents notice board.

Observations and assessments are used to monitor the children's progress in line with The EYFS and these are shared with parents regularly.

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 provide

Our open door policy supports potential new parents to come and look around and also enables current parents to discuss any issues with staff as and when necessary.

When children enrol at our setting the child will be allocated a key person who will be responsible for supporting the child within the first few weeks settling in and then they will begin observing the child to establish a starting point of the level of development to form the child's baseline assessment. The key person will then continually observe the child and plan appropriate next steps to support the child to reach developmental milestones.

New children are offered visits to the setting prior to them starting with us to help them adjust to the setting as well as getting to know the staff and children. Upon induction the manager will discuss with the parents the child's individual care plan and this is also opportunity to identify if there are any current concerns regarding the child's development.

We will support all of the children as well as parents during their transition to nursery. We encourage parents to phone during the day to reassure them that the children have settled and are happy.

When children transition between rooms the child's key worker will support the child during visits to their new room. And the child's key worker will complete an up to date assessment and care plan to support the new staff to get to know the children.

When a child is ready to move to school, the children will all have a learning journey which shows all the special memories from Giggles and also documents their learning and development. A Transition document will also be completed to be given to the child's school which will outline where the child currently is at in regards to the development matters statements in the EYFS. Within the nursery we support the children as they prepare for their transition to school by displaying photographs of local schools for the children to see and we also enhance provision to include school bags, books about school, dressing up uniforms and small world school and children. If a child has SEND, with parental consent, information can be shared with the new setting in regards to the child's targeted learning plan to ensure continuity for your child.

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

Our staff team consists of

Manager – BA Early Years Leadership and Early Years Teacher Status. The manager is the Nominated Safeguarding Officer and the SENCO and has also completed First Aid training.

Deputy – BA Early Years Leadership and Early Years Teacher Status. The Deputy is also a Nominated Safeguarding Officer and SENCO and is also First Aid trained.

Supporting Deputy – BTEC Level 3. Also First Aid trained and completed Level 1 Safeguarding

Senior Practitioner - NNEB Level 3 in Early Years. She is First Aid trained and has completed Level 1 Safeguarding

1 Level 4 Practitioner

4 Level 3 Practitioners – All have Level 1 Safeguarding and First Aid Trained.

1 NVQ Level 2 practitioner who is First Aid Trained and has attended Level 1 Safeguarding.

Newly appointed staff to the setting have a 3 month probation period where they are observed and assessed on their professional ability and with ongoing supervisions are supported in their role.

Our SENCO both attend regular cluster meetings as well as termly visits from The Inclusion and Disability Support Service (IDSS) Inclusion teacher. This supports the setting to keep up to date with current legislation and updates.

The SENCO will work with practitioners to plan appropriate strategies to try to ensure children are given the essential support required.

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

Should you require any further information please do not hesitate to contact Cathy Bibby, the Nursery Manager, direct who will be able to offer further information and advice. The Deputy Manager, Erin Johnston, is also available for further information.

If there is something you wish to discuss about your child your first point of contact at Giggles Day Nursery is your child's key person who can share information about your child.

Should you feel you are unhappy or wish to raise a concern you can contact the Manager or the Deputy who will strive to address any issue or concern you may have. If you wish to raise a formal complaint, the settings complaints procedure is on display within the entrance on the parent's notice board. There is also the relevant contact information for OFSTED on display if you felt it necessary to contact them yourself.

Parents will be directed to information regarding the setting SENCO upon induction and will be fully informed of the settings procedures regarding early identification and ongoing observation and assessment for all children.

Our SENCO will be available to offer advice and to signpost parents to other professionals who may be able to offer support, such as, Health Visitors, local Children's Centres, Speech and Language Therapists and other relevant support.

Staff have good relationships with parents and talk on a daily basis about their children and what they have been doing that day. We promote positive communication between home and nursery and encourage our parents to share any information regarding new interests or current learning at home to enable us to continue this in the setting.

Parents can also make arrangements to come in to speak to their child's key person or the manager to discuss any issues they may have or to generally discuss their child's progress should they wish to.