



## **SEN and Disability**

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

Name of Setting: Walmer Bridge Day Nursery

<b>Setting Name and Address</b>	Walmer Bridge Day Nursery 74 Liverpool Old Road, Walmer Bridge, Preston PR4 5GE		<b>Telephone Number</b>	01772 611222
			<b>Website Address</b>	www.walmerbridgedaynursery.co.uk
<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>X</b>			
<b>What age range of pupils does the setting cater for?</b>	0-11 years			
<b>Name and contact details of your setting SENCO</b>	Katy-Leigh Eastham 01772 611222			

<b>Name of Person/ Job Title</b>	Katy-Leigh Eastham Nursery Manager		
<b>Contact telephone number</b>	01772 611222	<b>Email</b>	walmerbridge@btinternet.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.

<b>Please give the URL for the direct link to your Local Offer</b>	<a href="http://www.walmerbridgedaynursery.co.uk">www.walmerbridgedaynursery.co.uk</a>		
<b>Name</b>	Katy-Leigh Eastham	<b>Date</b>	November 2024

## The Setting

### What the setting provides

Walmer Bridge Day Nursery and Out of School Club is a privately owned setting situated in the original village Primary School, which dates back to the 1800's. It is set in a lovely rural village with close commuter links to the city of Preston and Liverpool. We are open from 07.30-18.00 hrs, 52 weeks of the year, only closing for bank holidays. We are registered for 59 children. Katy-Leigh Eastham is our Nursery Manager and she is also the SENDCO, the person responsible for behaviour and a Designated Safeguarding Lead. Kerry Wright and Anne-Marie Taylor are jointly the Deputy Managers. Kerry is a Designated Safeguarding Lead and the Fire Warden and Anne-Marie is also a Designated Safeguarding Lead is the deputy SENDCO.

## Accessibility and Inclusion

### What the setting provides

Our setting is situated over 2 floors, with our Baby Room, Pre-school room and Out of School Club on the ground floor. Our Toddler Room is on the second floor. The lower rooms are accessible, with furniture being arranged to accommodate a wheelchair. We have accessible changing facilities and downstairs toilet facilities. We have a car park, which can be used by families with disabled children and/or family members.

Our Nursery prospectus and policies available in different languages, upon request, and our displays within the setting reflect the languages used by the children and families in our setting.

Images of signs and symbols are displayed around the setting and we use bi-lingual resources, including books and songs, to support children with English as an additional language (EAL). We have a range of resources available for the children to explore. Resources are displayed and stored at child-height, to ensure that they are easily accessible independently. We have many sensory resources for children with sensory needs, including a light table, an infinity mirror, sensory stepping stones, sensory liquid floor tiles, fidget toys and oil timers. Each room has a designated 'calm' area, where children can relax and regulate.

The Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and to develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

## Identification and Early Intervention

### **What the setting provides**

The Nursery believes that all children have the right to experience and develop alongside their peers no matter what their individual needs. It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. Our nursery adopts a graduated approach to assessment through a Special Educational Needs Support Plan. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for the future. The SENCO will ensure that appropriate records are kept according to the Nursery Policies.

We acknowledge that the environment plays a key role in supporting and extending the children's development. Our environments are regularly reviewed/audited and adapted when necessary to meet the children's needs. Practitioner's work closely together, and with parents, to support children when transitioning from one room to another.

Where children are identified to have emerging special educational needs, a Targeted Learning Plan (TLP) will be put in place and shared with the child's parents. TLP's are regularly reviewed, to ensure the child's needs are being met and that they are making consistent development. When needed, the nursery SENDCO will make referrals to external support services and agencies, with parental consent. We follow a multi-agency approach, and information share, as appropriate, to ensure the child's needs are met.

When multi-agencies are needed to support a child, we will discuss and initiate an Early Help Assessment with the family. This will allow us to arrange and hold Team Around the Family (TAF) meetings, where professionals and family members can information share and plan next steps for the child/family.

Where a child displays continuing needs, which requires ongoing support, the SENDCO may submit an Education, Health and Care Plan (EHCP) needs assessment to the local authority (Lancashire) for consideration.

## Teaching and Learning Part 1 – Practitioners and Practice

#### What the setting provides

The Nursery is committed to developing strong parent partnerships, to enable us to help children develop to their full potential. The setting is committed to working with any child who has a specific need and/or disability (SEND) and we will make 'reasonable adjustments' to support SEND children to succeed and thrive. We embed everyday practices to meet the needs of all children including those with SEND.

The setting uses a broad and balanced early years curriculum and practitioners plan differentiated activities to meet all individual needs and abilities. We provide well-planned, purposeful play, both indoors and outdoors, providing key opportunities for children to learn with enjoyment and challenge. We recognise the importance of the quality adult support and interactions through play. Our planning is displayed in each individual room, which can be shared with parents, upon request.

Each child has an electronic Learning Journey; this will contain observations, photographs and samples of the children's work. Child observations will support practitioners to assess and plan for each child's future development.

Practitioners plan activities to spark curiosity, investigation and problem-solving and support children to make sense of the world. Practitioners offer guidance and teach children behaviours and expectations through positive language and role-modelling. We also help children to understand, express and self-regulate their own emotions. Children are given opportunities to think creatively alongside other children as well as on their own. They are encouraged to interact and communicate with others.

### **What the setting provides**

The Early Years Foundation Stage learning environment is organised to allow children to explore and learn securely and safely. Each room and the areas with it, have been purposely organised. Within each room, there is large climbing equipment and areas where children can be physically active. There is also designated 'calm' areas where children can rest, relax and regulate. The environment is set up into learning 'areas', where the children are able to locate and play with equipment and resources independently.

Experienced practitioners play a key role in enriching and extending every child's learning potential. Our outdoor provision is organised into different areas for the babies, toddlers and pre school children to access, on a daily basis. Within the different outdoor areas, there is developmentally appropriate resources and equipment for the children to play with. This has a positive effect on the children's development. Being outdoors, in all weathers, offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active. We plan activities and provide resources for the children to access outdoors that help the children to develop in all seven areas of learning. The children are encouraged to access planned activities and take ownership over their own learning.

The nursery recognises the need for high quality resources to support the curriculum, placing value on staffing as an essential resource. Resources are varied and rotated to meet the individual needs of the children. We ensure that resources are suitable, safe, age appropriate and motivating.

We work in partnership with parents and other external agencies in order to meet individual children's needs, including health visitors, speech and language therapists, paediatricians, a specialist inclusion teacher, school teachers, etc. to seek advice and support. We monitor and review our practice and provision and, if necessary make adjustments, and seek specialist equipment and services, if needed.

### **What the setting provides**

Parents are children's first educators and we highly value the contribution that parents make. We recognise the role that parents play, and their future role, in educating their children.

We welcome parents/carers into the nursery to support and enrich the learning opportunities provided. We endeavour to ensure that parents/carers are informed about the nursery life. Some of the ways we achieve this is through regular newsletters, planning information, posters, displays, learning journeys, and individual plans and reports. We operate an open-door policy for parents to talk to the nursery manager/SENDCO, should they need to. Practitioners have informal daily conversations with parents to share information regarding their child's progress and achievements so that they can support the next stage of learning for their children. Daily electronic diaries are also shared with parents with children age 0-2 years and parents with children who have SEND. These diaries include information such as meals, sleeps, and nappy changes / toileting.

Our aim is to enable every child to flourish by encouraging and building upon their unique strengths and interests, as we recognise that every child is different. At our Nursery we observe children on a daily basis, which is an essential part of our daily routine. Staff will make systematic observations and assessments of each child's significant achievements, interests and learning styles. We follow a planning cycle of observe, plan, assess to gather information regarding each child's developmental progress and set children's 'next steps'. We liaise with parents to gather baseline assessments and home observations. Children's 'next steps' are shared with parents on a termly basis.

## Transitions

### What the setting provides

We believe that all children should feel as comfortable, confident and emotionally secure as possible when entering the nursery setting, moving between rooms or transferring to another setting. At Walmer Bridge Day Nursery, each child is assigned a key person, in line with the Statutory Framework for Early Years. Upon enrolment, the child's key person will conduct a series of 'settling in' visits with the child and the parent(s). During these visits, we will share information and begin to establish a trusting relationship. These visits are very flexible in regard to quantity and duration, and are used to get to know each other. During the visits, the child's allocated key person will discuss topics including routines and likes and dislikes and will be asked to complete a 'All About Me' booklet and parent baseline assessment.

Practitioners take steps to ensure that the child feels valued as an individual in the setting. We achieve this through meaningful interactions upon arrival. We understand that children enter the setting from a variety of backgrounds and will respond to transition to nursery in many different ways. Each child has their own named peg, where they can store their belongings, including their coat and bag. Older children in the pre-school room, are encouraged to self-register upon their arrival at nursery, with support from their parent(s).

When a child reaches the time to transition to the next room within the setting, taster visits and transition documents are completed. The child's key person will discuss these visits with the parents/carers and will spend time with the child in their new room. The child's key person will complete a room-to-room transition document, which will be shared with their new key person. Upon transition from pre-school to Primary school the child's key person will complete a transition report. This transition report will be shared with parents and consent will be sought to share with the child's new school teacher. The pre-school provision is developed in the summer term to help prepare the children for their transition to school. This will include access to school uniforms in the role-play area and books about school. Sometimes, school teachers may arrange to visit the children at nursery. Practitioners use these visits to share information with the teachers.

## Staff Training

### What the setting provides

The Manager of the setting has Qualified Teacher Status, and has many years of working with children with additional needs. Our staff hold full and relevant early years qualifications from Level 2 up to Level 7. The nursery manager has a mild hearing impairment and has also had experience of teaching a child with profound hearing impairment – she is able to use and manage specialist equipment to assist children with hearing impairments, including pairing remote microphones to hearing aids and changing hearing aid batteries. The nursery manager / SENDCO is trained to care for children who have Type 1 Diabetes, including the administration of insulin via injection and insulin pump. Most of our practitioners are experienced in working with children with communication and language difficulties. The pre-school room leader is trained in Level 1 Makaton and 'Communication in Autism'. The nursery manager / SENDCO holds Level 2 qualifications in 'Understanding Autism' and 'Understanding Behaviour that Challenges'. The nursery manager / SENDCO is also a registered Language Lead for Lancashire. The nursery manager / SENDCO has also recently received training in 'Meeting the Needs of Every Child', 'Language Development in the Early Years' and 'Creating Enabling Learning Environments'. The deputy manager / SENDCO is trained to care for children who require 'peg-feeding'. The deputy manager / SENDCO also holds Level 2 award for 'Special Educational Needs Coordinating in Early Years Settings', therefore we are an Early Years SENDCO certified setting.



## Further Information

### **What the setting provides**

Our Nursery operates an Open Door Policy, where a parent may come into the nursery to meet and talk to the nursery manager / SENDCO, if needed. All parents have access to their child's electronic Learning Journey on their own devices. If a parent has concerns about their child's development, a meeting will be arranged to discuss their concerns and plan next steps. Where possible, a child's key person will be available to support transitions upon arriving and leaving nursery on a daily basis. We operate a 'buddy' system, for when a child's key person may not be available i.e. on their day off or on holiday leave.

Our nursery practitioners are very knowledgeable, however should they be unsure of information, they will endeavour to seek clarification from the nursery manager.

You can contact us on 01772 611222 or email us on [walmerbridge@btinternet.com](mailto:walmerbridge@btinternet.com)