



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Le Monde Petit 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:

<http://www.lancschildcare.co.uk/pdf/lmp-sen-disability.pdf>

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

Setting Name and Address	LO – Le Monde Petit Nursery		Telephone Number	01282 427120
	Bank Parade, Burnley, Lancashire, BB11 1UG		Website Address	www.lancschildcare.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:	
	X			
What age range of pupils does the setting cater for?	0 – 8 years			
Name and contact details of your setting SENCO	Elise Vanden 01282 427120			

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	Elise Vanden Nursery Director		
Contact telephone number	01282 427120	Email	elise@lancschildcare.co.uk

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	Jennie Bracewell	Date	25/6/14

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

UPDATED JULY 2015

REVIEWED JULY 2016

REVIEWED FEBRUARY 2017

The Setting

What the setting provides

Le Monde Petit Ltd was registered in 1992. The nursery operates from a single story premises in the centre of Burnley, Lancashire. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. Two members of staff have Early Years Professional Status and another is a Qualified Teacher. In the entrance is a photographic display of the designated people for example our SENCO. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The nursery is registered for 110 children. There are 2 rooms for the 0-2 years, these are usually split into groups of 0-1 years and 1-2 years though this is a flexible arrangement depending on the needs of the individual children. We have a dedicated room for the 2-3 years and 3-4 years in addition to this we have room for the 2-4 years who attend on a term time only basis.

The nursery provides funded early education for two-, three- and four-year-old children.

Accessibility and Inclusion

What the setting provides

The building:

The building is fully wheelchair accessible with ramp access from outside. The nursery has 2 car parks and the use of the St Peter's car park with designated accessible parking spaces. The building has recently benefited from a new lowered ceiling to reduce noise levels. The setting has accessible toilets. We evaluate the needs of individuals to look at ways of further improving access to the setting.

The rooms:

The setting has parents information boards in each room with copies of policies and are given on induction and are available in different languages on request. The key person meets with parents on induction to identify any additional needs or language barriers this is then shared with the manager and effective support strategies are put in place. We have an iPad to overcome any initial language barriers with the use of Google translate.

The provision is accessible with low level furniture and all resources at child height. All equipment and resources are labelled with photographs to support visual prompts. The setting evaluates every child's individual needs should further reasonable adjustments needs need to be made.

The outdoors:

There are two separate outdoor play areas. The outside play area consists partly astro-turfed and partly safety surfaced to minimise scrapes when children fall. There is a climbing structure and play house. Two sheds provides adequate storage for play equipment and prams.

Identification and Early Intervention

What the setting provides

Upon induction parents are given the opportunity to share concerns or inform of any additional support that the child maybe in receipt of. The setting will then liaise with the relevant agencies that may be involved with the child's care.

The key person system ensures that staff track each child's development and progress linked to the Early Years Foundation Stage (EYFS) curriculum and will identify and share any concerns with the parent. Each child has a Learning Journal which records observations of children's progress from staff and parents, photographs and children's own creations. The nursery recognises the vital importance of the key person in helping children to feel safe and secure based on a child's natural need for a significant carer. This helps to provide the right foundation for children's well-being and involvement at nursery. Although a child's key person is available to chat to parents at drop off and collection times, we hold summary of progress meeting with parents each term to look at the Learning Journey and discuss progress and any concerns.

As a requirement of the EYFS a two-year progress check is carried out on children aged between 2 and 3 by both the key person and parent which discusses and identifies strengths as well as concerns. Where the progress check suggests a child may be experiencing some difficulties or delay in their development this is shared with parents and options/appropriate next steps are discussed:

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our setting's provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children the next step may also include developing a targeted learning plan where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would be with parental consent.
- Another next step maybe to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our SEN policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides

The nursery follows the Early Years Foundation Stage curriculum, which bases teaching and learning around the principles of observation, assessment and planning for each individual child. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. In the 0-2's rooms, emphasis is placed on the three prime areas of learning (Communication & Language, Physical and Personal, Social & Emotional Development)

For the 2-4's age groups, the three prime areas remain significant but the four specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and design) are additionally planned for.

Planning is differentiated to meet the needs of individual children and the nursery environment is designed to meet children's needs through enhancements to continuous provision areas, eg, sand, water, outdoor area, ICT, home corner etc.

Children's progress is monitored through various assessments when they start and throughout their time at nursery by their key person. The key person meets with parents to provide a once a term progress summaries linked to the EYFS. The key person and SENCO role ensures early identification of any difficulties or needs a child has which are then shared with parents through daily contact. A two – year progress check is carried out with the involvement of parents, which summarises a child's progress in the three prime areas of communication and language, physical, and personal, social & emotional development.

Provision mapping is used to target groups of children with regards to their physical and sensory development. cognitive & learning abilities, social, emotional & mental health and communication & interaction. We use Targeted Learning Plans to support children, identified at Wave 2/3 of the provision map.

The setting signposts parents to events and services provided by others, such as speech & language, and provides in-house training for parents on topics such as the EYFS curriculum and the value of play.

Staff use their observations of children to involve them in planning and use circle time as an opportunity for children to express their views. Children are able to access their learning journey at any time and express their own views when looking through them, with their friends. Parents are encouraged to take learning journeys home at the weekend to share them with family members and to add comments about their child's learning.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each age group is provided with resources which are developmentally appropriate, with some which offer more challenge and some which are suitable for children who are developing more slowly. We use our provision mapping to help us identify resources and activities available to support children's needs. Children are able to access resources for developmental stages different to their own and arrangements can be made for children to access different age groups to better suit their development needs. We liaise with parents and other professionals for advice on resources to support individual needs, if the setting does not already provide them.

Staff work with external professionals who visit children at the setting in order to provide consistency of opportunities. Staff are supported by the SENCO and room leaders when making reasonable adjustments to implement targeted learning plans. We use supernumerary staff to provide additional support where necessary.

Reviews

What the setting provides

Before a child starts nursery we offer a home visit and pre visits to bond and strengthen the parental partnerships ensuring they are aware that we operate an open door policy and parents are welcome at any time to discuss their child's progress as well as any other subject. Parents are provided with daily feedback as to how their child is doing and ensuring any important information is shared regularly. We also have term progress meetings where parent's and practitioners can share information about the child which helps to inform the where the child is at and highlights the next steps this is monitored against the EYFS age bands of development. This helps to identify achievements and any gaps. Parents are encouraged to be involved in their child's education right from the start and throughout their stay at nursery. Through helping to inform their child's starting points, we have regular stay and play sessions, theme days, story sack library and encourage parents to contribute to their child's progress file.

Transitions

What the setting provides

All children are offered a home visit and pre visits before they start nursery so the key person can meet the child and parents in their own surroundings. This is a valuable opportunity to gain an insight into the child's background and culture and enables a smoother transition between home and nursery. We also do transitional visits when a child is due to move rooms. If a child leaves and starts at a new setting the parents are encouraged to take the child's learning journey and additional support is available if required for example key person liaising directly with the new setting.

For children who are leaving for school, we arrange and encourage for the teachers to attend the setting to meet the children. We have photos and uniforms from the schools

Staff Training

What the setting provides

All practitioners within the setting are qualified to level 3 or above with the exception of 3 who are currently training towards a level 3. The manager also has a Ba with Honours in Early Years Leadership and holds The Early Years professional status.

The setting has a qualified teacher who also holds The Early Years professional status.

As part of the staff induction policy, all staff undertake the following training:

Paediatric First aid,

Basic Safeguarding

Food Hygiene

Common Assessment Framework

Within our setting practitioners attend relevant training courses as required.

We have regular supervision sessions and hold appraisals for staff every term. Practitioners have access to a wide library of books and we seek to encourage continual professional development within the team.

Further Information

What the setting provides

As a setting we are required to have a procedure for dealing with complaints. This available within the setting.