



SEN and Disability

**Local Offer: Early Years Settings
Bright Futures Early Learning - Bacup**

The Setting

Bright Futures Early Learning (BFEL) is a full day care setting. Places are available for children from birth to five years. The setting is open Monday to Friday, 7:30am - 6:30pm, 51 weeks of the year.

BFEL is registered to take 22 children under 2 years and 80 children between the ages of 2 and 5 years. The setting is organised into groups by age.

- 2 rooms for children aged 0-2 children
- Two rooms for 2-3 year old children
- Two rooms for our pre-school 3-5 year old children

The number of rooms may vary at times.

Each of our age group splits are led by a senior practitioner. The role of the senior practitioner is to lead and support practitioners working within the room, monitor the provision on offer in the setting for their children and ensure there is consistency between the rooms. In addition to senior nursery practitioners, the setting also has practitioners with additional responsibilities, these include.

- named people with responsibility for supporting behaviour
- a named person with responsibility for parental involvement
- two nominated safeguarding officers and a SENCO.

There is a deputy manager, whose role is to support the senior nursery practitioners and the practitioners with additional responsibilities. The deputy is also tasked with monitoring the quality of provision on offer within the nursery. The deputy also supports the nursery manager in the management of the business aspect of the setting. The Centre manager has overall responsibility for the setting.

Accessibility and Inclusion

BFEL is housed in a purpose-built single-story building. The whole building is wheelchair accessible. There are accessible parking spaces at the front of the building outside the front entrance.

The building is accessed via a doorbell system in the entrance linked to each of the rooms, or the manager will allow access from the main office.

There are two accessible toilets in the building in the entrance area. These are adult facilities but they can be used for children if they are required. There is a small storage area for buggies and car seats. Although space is limited, this area is also used to store specialist equipment such as standing frames when they are not in use.

The front entrance and corridors are illuminated by LCD lighting as there is no natural/day light in these areas. The walls are painted in neutral colours. The flooring is a pale grey vinyl throughout the whole of the building with partially carpeted rooms to enable but comfort and messy play to take place, whilst still maintaining a calm atmosphere and to prevent over stimulation for children with sensory needs.

All doors are wheelchair friendly and each of the internal doors have viewing panes. Doors to storage cupboards and toilets are solid; storage doors are secured with keys.

Parent information boards are displayed in the entrance area. These contain information about the setting, including some policies. The information boards also contain information about activities and events in the local area. The information from other providers is only available in the format in which it is sent to us. However, nursery policies are available in large print on request. We are also working on having policies available in audio format. For families who require this, we are able to make copies of policies available electronically.

The rooms:

All the rooms are illuminated with LCD lighting. The walls are painted in a pale and neutral colours with display boards mounted at both adult and children height. The display boards are backed using natural materials. The floors are pale grey vinyl. Rugs and carpeted areas are used in all the rooms to make comfortable areas for play and relaxation.

In the 0-2s rooms there is a joint Kitchenette area which includes a fridge for storing food/milk etc... and purpose built toilet/changing facilities. Apart from the kitchen areas all the furniture is freestanding so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs.

The furniture is purchased from community play and consists of low wooden chairs with low wooden tables, there are large rugs which partially cover the floor. Cushions, baby bouncers, 'Bumbos' and pillows are used to make soft/comfortable areas. There are cots, baskets and children can also make use of wipeable sleep mats in this age group.

For meals, high chairs are available for the 0-1s and, where required, for the 1-2s. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to encourage and support play, exploration and early language development.

In the 2-3 year rooms, the furniture consists of toddler sized wooden chairs and tables. Rugs are used to make a book and circle time area. Toys are stored in child height units. There are pictures and labels on the front of storage boxes to identify what is in them. Tuff spots are used to bring activities to floor level. The sand and water trays are small height adjustable units. Resources are suitable for children from 2-3 years. However, toys and resources can be borrowed from the 0-2 rooms if they are more appropriate to a child's needs or development.

In the 3-4s rooms there are height adjustable tables and chairs of varying heights and sizes. The sand and water trays are also height adjustable. For children's toys/resources, storage units are all at children's heights. Photographs and labels are displayed on the front of boxes so it is clear what is in them. Resources are organised in to areas of continuous provision. In each area sign vocabulary is displayed so practitioners can refer to it when supporting children in play. Toys and resources are appropriate for children aged 3+ although toys/resources can be borrowed from 2-3s and/or 0-2s if these are more appropriate to a child's needs or development.

We have a purpose built sensory room that is accessible to all. The floor and walls are padded in wipe down PVC materials. The room has light and sound features. The aim of this room is to support and stimulate sensory experiences to promote language, engagement within a safe and secure environment.

The Outdoors:

The outdoor environment to the front of the building consists of a tarmac area for safe drop off and collection with disabled parking available by the front entrance.

Each room has access to the outdoors, large soft play, ride on toys and sand/ water outdoors. The tarmac areas are even and are suitable for children who use walking frames or wheelchairs. We are currently developing our Forest School outdoor area. This area is accessed by steps however there is wheelchair access via the main road entrance. Resources are taken outside on a daily basis and are chosen and adapted to suit the needs of the children.

Identification and Early Intervention

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents/family and friends, tracking information about their progress across the areas of learning and development within the EYFS and information from screening tools such as 'WellComm'. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them. Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like.

Each child has a key person who is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents twice a year to look at

the learning journey and discuss progress and any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. We also share and receive information with parents through our 'evidence me' app. If a parent would like to arrange to meet with their child's key person they can ask them and the key person will liaise with the room leader or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that 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 external services such as speech and language therapy, this would require parental consent.

Another next step may be to invite 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 Special Educational Needs policy provides the context for supporting children through these 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting. In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). We use provision mapping to identify ways in which children can be supported

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? •

BFEL works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

In the 2-3 age phase, the prime areas remain significant but there is an emergence on the specific areas of development and learning.

In the 3-4 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of all children in each age phase. Practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision, have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. We have activity ideas and resources that parents can loan from our library and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person or the deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal

opportunities to share the learning journey, twice a year the key person sits down with the child and they look through the learning journey together. The key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey.

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

Each room is provided with resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children who are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs. Where children require access to resources that are significantly different to the resources available within their age phase we make arrangements to share resources with younger or older groups. Where children need resources that are not usually available in our setting we endeavour to access these from loan facilities, support services or buy purchasing. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child. All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience of this than others but they are supported by the SENCO and their senior practitioner. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments provide this. We look to provide additional support flexibly using supernumerary staff if this is appropriate. In our setting we like to plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting.

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 provides

Before children start attending our setting we encourage parents to bring their children for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents.

We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in the room they will be joining. We have a settling-in policy which is shared with parents when they register their child with us.

The senior practitioner or deputy manager will talk to parents about their child and their child's preferences for a settling period and endeavour to meet these needs as best we can.

We have a comprehensive transition policy and procedure which we follow when children are ready to move rooms, leave nursery to attend a different setting or move on to school. This is available to parents within our setting or can be viewed on our website. The policy and procedure includes additional factors that may need to be considered when supporting the transition of children with additional or special educational needs, to ensure this is as smooth as possible. We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child!

Staff Training

We have 32 members of staff, 17 level 3 or above, 6 level 2, 4 level 2 apprentices, 2 level 3 apprentices and 3 assistants. The nursery manager is qualified to level 6. We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this. Within our setting we have staff who have completed the following training courses: Safeguarding WellComm ELKLAN ECaT ASD Awareness, Makaton signing, Managing behaviour in early years settings, SEND working with parents As a setting we also seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow. We also make use of the local authorities Children First website to access information and e learning modules such as CAF training. Further Information • Who can be contacted for further information

Further Information

For further information please contact our centre manager Rebecca Bell or Overall Manager Ailsa Carr by emailing manager@BFNS.org

We have an open-door policy to discuss things with your child's key worker. If you wish to discuss something about your child, then please contact your Childs' Key Worker initially, then the centre manager should your query not be answered.

If you wish to gain more information about our setting then please email manager@BFNS.org

We like to know what does and does not work well, so please let us know what we are doing well with. If you are unhappy with our provision then please follow our complaints procedure that can be found on our website and let our overall manager Ailsa Carr aware.