



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Brookdale 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

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-SETTINGNAME

e.g.: LO-FLUFFYBUNNIES

Setting Name and Address	Brookdale Day Nursery Hala Road Lancaster LA1 4QJ		Telephone Number	01524 64740
			Website Address	www.brookdaledaynursery.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:	
	No			
What age range of pupils does the setting cater for?	The nursery is registered for children aged 0-8years.			

Name and contact details of your setting Senco	Lianne Blood / Michelle Hennedy Brookdale Day Nursery Hala Road Lancaster LA1 4QJ 01524 64740 Brookdalenursery@btconnect.com		
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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	Lianne Blood / Michelle Hennedy, Tanya Smith Manager / Deputy Managers		
Contact telephone number	01524 64740	Email	Brookdalenursery@btconnect.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		Date	

Please return the completed form by email to:

The Setting

Brookdale Day Nursery is a private day care setting registered for 39 children aged 0-8 years, with no more than 14 under 2s at any one time.

Brookdale Nursery is a converted house dating back to 1903 which boasts large rooms that lend themselves well to continuous provision. Upstairs there are 3 open plan rooms primarily for the under 2's. Downstairs there are 2 through rooms for primarily for the over 2's. There is also a quiet room adjacent to the main room which is used predominantly by the Pre-school cohort. Room structure is based on developmental age rather than chronological age and is dependent on children's needs.

All the staff observe, assess and monitor the provision on offer and take a leading role with their key-children. In addition to the key-worker system some practitioners have additional responsibilities, these include a named person to ensure the 2 year checks are completed, a named nominated safeguarding officer and a named SENCO. The Nursery Manager has overall responsibility for the setting and is also tasked with the overall monitoring of the quality of provision on offer within the nursery.

Aims and ethos:

We aim to provide the best quality childcare in a homely, safe and stimulating environment in which children may maximise their development through broad and balanced experiences. We promise to treat all children as individuals and provide opportunities for all. We follow the Early Years Foundation Stage (EYFS) to deliver a curriculum which ensures 'that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of skills that provide the right foundation for good future progress through school and life'.

Aims of our nursery:

To work in partnership with families and carers to:

- Provide a stimulating and supportive environment where children's individual abilities are recognised and all are encouraged to reach their full potential.
- Provide development in all areas of learning.
- Encourage each child towards taking pleasure in their own learning, development and health, as they grow.
- Encourage self-esteem, self-awareness and self-confidence.
- Encourage children to form positive relationships and communicate effectively with our children and adults.
- Encourage respect for others feeling, values, beliefs and property.
- Encourage children to participate fully in nursery as well as family life.
- Celebrate achievement and effort at all levels and in all areas.

Child Protection and safeguarding: Carole Croft, Natasha Byrne and Lianne Blood.

Special Needs and Disability Co-Ordinations: Carole Croft and Lianne Blood

Behaviour Management: Natasha Byrne

Health and Safety Leads: Lianne Blood

Language Lead: Michelle Hennedy

Accessibility and Inclusion

The Building.

Offering a home from home environment over 2 floors Brookdale Nursery is wheelchair accessible from the rear entrance and has accessible parking spaces at the rear of the Nursery between 07.30 - 09.00 and again at 16.30 – 18.00. Outside of these times on street parking is available and entry is gained via a doorbell system and by appointment. The ground floor offers space to manoeuvre a wheelchair and allows access to all lower floor facilities, including 2 child level toilets and sinks and 1 adult toilet and sink (which can be opened up for children to use if required).

The corridor is well lit and enjoys natural lighting and is painted an off white.

The upstairs is accessible via 2 secure gates and offers 2 support / hand rails. Separate toilets for children and adults are accessible from main rooms. The toilets are clearly identified with signs. There are kitchens on both floors which allow hygienic storage of the children's packed lunches. The Kitchens are both well equipped with the appliances required including dishwashers, fridges, lockable cupboards and microwaves.

Parent's information boards are in the main entrance downstairs and in main rooms upstairs. These both contain information about the setting, OFSTED registration certificate, public liability certificate, some policies and regular news / requests / updates etc, as-well as information from other providers.

The information from other providers is only available in the format in which it is sent to us. However nursery data, including policies and procedures are available in large print if requested and can be sent electronically.

The Rooms

All rooms are well lit and allow natural light to filter in. The windows have pull down blinds and the windows are easily opened with catches at adult height providing well ventilated indoor space. The walls are painted using a range of natural and bright colours with wall mounted display boards. The flooring in all rooms provide a carpeted area and non slip vinyl flooring which allows for safe messy play and comfortable floor play. These can be enhanced with rugs, cushions and mats to allow for relaxation and resting etc.

The upstairs rooms have low level furniture and age specific equipment including highchairs, a variety of stimulating and challenging resources, a number of light-up and wind-up noisy toys and other sensory stimuli as-well as adult sized furniture to aid with caring including changing and feeding. The room could be adapted to allow for specialist equipment.

The downstairs rooms are similarly equipped including low level furniture and age specific toys and resources as well as an interactive whiteboard. There is easy access to the quiet room.

Each room has a designated 'reflection area' where staff encourage the children to be calm

and use tools to aid and encourage quiet time, such as emotion bottles and breathing exercises.

All rooms are inter-changeable, and resources can be moved or borrowed if they are more appropriate to children's needs or developmental stage. We use lots of photo prompts, symbols, and logo signs to help children 'read' meaning in images.

Brookdale is willing to make reasonable adjustments as needed and where possible – please talk to the team about your family's needs.

The Outdoors

At Brookdale Nursery we are very proud of our extensive outdoor provision which is about a 1/3 of an acre in size and has been creatively transformed to provide a wide variety of fabulous learning opportunities for all the children. There is a large, paved area and 3 grassed areas – 2 large (the middle garden and the Orchard). In the orchard, there are 2 outdoor classrooms which allow children to be outdoors for periods of time regardless of the weather conditions, a tree for climbing, a bird watching shed and an orchard containing a few mature fruit trees and some raised beds – in this area we encourage the children to be calm and quiet. The other grassed area houses a large wooden bridge over a tunnel and large-scale sunken tyres which promote imaginative/ role play and encourage the children to continue to develop their physical skills. The last, smaller, grassed area is designated for the under 2's. The paved area is ideal for sit and ride toys and bikes. It also boasts a large, covered area which can be used as an outdoor sleeping area. All areas are well defined and include sub-sections to promote a range of interests including digging, growing, sand and water as well as allowing plenty of space to bring out resources such as slides, see-saws, balls, and free play. The older children, based downstairs, are encouraged to free flow through the indoors and outdoors, however as they are based upstairs the babies spend more structured time outdoors but endeavour to spend time outside each morning and afternoon. A stimulating and challenging natural environment has been created, meaning that surfaces are uneven and change according to weather conditions. Wheelchair users, those with walking aids or other needs can access the provision. Security outdoors is ensured by padlocking the gate between 9.30 and 4.30.

Identification and Early Intervention

Parents are their children's first and foremost enduring educator – you are the authority on your own child. When children start at Brookdale, we allow a stay and play session to meet with parents, discuss nursery life and talk about the child. We use a **what to expect and when document**, to look at the child's development, skills, and preferences. This then feeds into our assessment, our curriculum intent for the child and how we will implement our curriculum to suits their needs.

Brookdale Day Nursery uses a network of tools and information to ensure we are well informed about our children's progress:

- Communication and Language Screening
- Early Years Foundation Stage – development matters framework.
- Practitioner observations and assessments.
- Information from parents and carers.

- Information from specialist professionals eg Speech and Language Therapists.
- Progress check at age 2, which is also undertaken with your child's health visitor.

Where practitioners or parents have worries regarding and child's progress, we will work in partnership with parents to promote children's emerging skills and support parents to seek specialist advice.

Brookdale will prepare an 'ATTS', 'request for involvement', 'referral forms', 'learning summaries documents to support parents in seeking specialist advice. Brookdale adheres to DFE revised code of practice on the identification and Assessment of Special Education Needs (2004) and all subsequent legislation.

Support for individual children is tailored to reflect their emerging skills, areas for development and advice of specialists and parents. Support plans are designed in house to devise a Targeted learning Plan (TLP). Our TLP's are short term and focus on defining challenges and the progress we are keen to achieve within a specified time frame. Where children are struggling to achieve progress, we work with parents to seek further specialist services and advice.

Brookdale have had experience working with

- Speech and language therapist
- Occupational therapists
- Health visitors
- Social workers
- General practitioners
- Visual Impairment Teacher and Hearing Impairment Teacher
- Educational Psychologists
- Physiotherapists
- Portage Services
- Paediatricians
- SEN Inclusion Service

Brookdale are acutely aware of the emotional strain of parenting children with additional needs, we are here to support you to support your child. Our SENDco is available to discuss your needs as a parent/carer.

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 has 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.

Brookdale day Nursery strives to provide the highest level of care, learning and development. We have worked hard to design and develop an effective early year's curriculum to best meet the needs of all our children. This starts by working in close partnership with the parents to build on their strengths and creating a welcoming, stimulating environment. We always nurture and support all children's progression with a n inclusive and holistic approach to child development. Our curriculum consists of everything we want the children to experience, learn and be able to do. Our intention is for our curriculum to be ambitious and inclusive, educating all children in knowledge, skills and understanding. Brookdale Day Nursery provides a safe, caring environment which enables our children to be inquisitive, curious, and independent learners.

We feel that children learn by observing the people around them and develop their attitudes from their social environment. We understand that a child's early experience form the foundation upon which their future attitudes are formed, and that early year's education is crucial in the fight for a more equal society in modern Britain.

Our **Fundamental British Values** play and important role here too. These important, universal, core values are not only vital for preparing our children for life in modern Britain but are also integral to equality, diversity, and inclusion.

We are proud of the trusting relationships our parents have with us. We value prior learning and work together with parents to ensure every child progresses. Through this partnership we endeavour to enhance the skills they need for future success, enabling them to fulfil their potential. We promote these partnerships through open communication, parents information evenings and we use evidence me (parent shar app) to share experiences from home and in the setting. These then contribute towards their learning journey. During the settling process, we share information with parents such as 'All About Me' and 'What to Expect When'. This is so we can work together and form secure attachments with our families. These contributions are sought, valued and highly respected.

Intent

We are passionate about creating opportunities for the children to communicate more easily through developing language and communication skills from birth. Communicating is how we get to know about each other and developing strong communication and language skills from a young age is an essential foundation. The development of these skills is paramount to promote self-esteem, independence, and confidence and, in turn, helps friendships flourish which are incredibly important for children. The staff within the nursery environment communicate with all

the children effectively, we scaffold and model language through nursery rhymes, dialogue, constant narrative and modelling effective communication.

We form strong relationships with our children, ensuring we have a stable workforce and continuity of care. At Brookdale Day Nursery we consider it important for all adults working with children to understand what attachment is and know how to help parents and carers become attuned to their child's needs. We allow our children time to build a safe, settled and secure bond with staff, especially with our children under 2.

Space to cuddle, be calm and comforted are at the core of our ethos.

It is our intention that the children experience the areas of learning (EYFS Curriculum) which are centred around the three prime areas:

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

We then support children's experiences within the four specific areas, through which the prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We use the Department of Education's 'Development Matters' curriculum guidance to form the basis of our planning and assessments, but also give regard to the Early years Alliance document 'Birth to Five Matters' to extend those milestones and development guidelines.

Implementation

The way we achieve a broad and balanced curriculum is through 'In the Moment' Planning. Planning in the moment has transformed both our practice and us here at Brookdale Day Nursery. It has taken us to another level of purposeful interactions, we feel privileged to play with the children in our setting and this leads to high levels of engagement and learning has improved. Children are demonstrating far higher levels of interest and involvement, persevering and showing a 'can do' attitude whilst creativity, critical thinking, and motivation for all is evident in the constant thrum of activity. For the practitioners, planning, preparation, and assessment is now a celebration of children's learning, inputting the children's '@wow!' moments, contributed by all the staff, is a delight and leads naturally to knowing what's next. The change has given us the freedom to teach in accordance with children's needs and in a way that is nourishing for them and us.

At Brookdale Day Nursery we have an extensive outdoor learning environment which provides space for the children to be active, develop co-ordination, control and movement, our outdoor environment provides a unique chance for sustained shared thinking and extended periods of play. Being in the outdoor environment is both positive from a health perspective but also for connecting children with the environment.

We are situated in a prime position to enable us to participate in intergenerational care with the care home that is located adjacent to us, this provides the children with new learning opportunities such as being more confident in their interactions with adults and being confident when communicating with others. Children who have lived through different experiences can begin to grow stronger when they experience high quality early education and care.

We have successfully integrated the assessment software “evidence Me” into our working practise, this allows staff real time information on the children in our care, allowing for focused interactions, identifying, and responding to any developmental needs for each individual child. The software allows for our parents to be a partner in the child’s learning journey.

Each room from our youngest children to our pre-school children, uses the curriculum guidance to ensure a flow of development. We can therefore support smooth transitions as children progress through the setting. All staff understand child development and value working collaboratively with each other, this ensures consistent expectations allowing each child to progress no matter where their starting point is. All practitioners have a consistent approach to behaviour management, we work hard to create clear boundaries and have high expectation. However, we still value each child as an individual and help children to live and learn alongside others catering for individual needs.

The management team have many years’ experience working with the EYFS, and this knowledge is used to ensure each staff member understands their children’s needs and can respond appropriately. We currently have an effective programme of continued professional development. It closely considers the context and performance of the setting and feeds into our setting development plan. We support and encourage reflective practice throughout the nursery and actively work alongside staff encouraging and creating an effective team. We have regular supervisions, peer observations, staff meeting and rigorous staff training. Effective professional development improves the quality of interactions between children and practitioners. We use our planning, assessments, observations, and discussions to inform next steps and intents for each room.

At Brookdale Day Nursery we ensure that every child at the setting is included. Every child is unique and will develop at their own pace, so it’s not about treating all children in the same way but treating each child fairly and paying attention to their individual interests and needs. We have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenges. Where children are not experiencing success, they may have barriers to their learning. These barriers might be short term, or they might indicate a longer special educational need and/or disability. In these instances, more assessment will be needed to try to get to know the child better and focus on their needs. We work collaboratively with the Lancashire Specialist teaching Team when extra support is needed, using the Early Years SEND toolkit to access early interventions and support. We ensure the needs of individual children are met through grouping our children flexibly throughout the nursery, our rooms are not solely designated by age, more centre around each child’s individual needs and stage of development.

Impact

We truly believe that the hard work we do in early years education is vital in creating the foundations for future success and understand the value of working together, in the best interests of the child. The skills and competencies the children learn in the early years setting will help them tackle the new challenges they may face in the next phase of their education and our aim is to help to create confident, resilient and capable learners who are secure, happy and eager to continue their 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

our greatest resource is our staff's expertise and wealth of knowledge. We have a dedicated, consistent team of staff who understand child development, and use in the moment planning to achieve best outcomes for each child and how to then ensure an accessible and enriching environment for each child.

Resources within the setting are developmentally appropriate and are utilised in all areas of provision. This helps children who develop more slowly or more quickly access resources appropriate to their stage of learning and development.

The management team are extremely qualified, meaning we support our staff to extend their knowledge and strengthen their practice. We constantly evaluate our planning and our interactions with the children, meaning our resources are very changing to ensure each child is motivated and engaged in their learning.

We are free flow setting, we use our outdoor area to its full potential, being outdoors allows our children to be "loud, make big movements and take managed risk". All our children, from birth to school age interact outside, they learn empathy and resilience when interacting with each other.

As a setting we endeavour to make reasonable adjustments to provide adequate resources that are kept current and in good working order.

The setting works closely with parents to request additional support from the Local Authority (AIS). When professionals visit the setting, they can spend time with the key worker and give them advice and support. These visits are always pre-planned, and cover will be available for any member of staff if needed.

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 provides

Children experience many transitions over the course of the lives such as starting nursery, moving house, new siblings and leaving nursery. Within their time at Brookdale, they will also experience moving rooms as they grow in independence and development. Often these transitions involve a process of change that requires children to adapt their thoughts, feelings and behaviours, to meet new expectations. Where possible we have removed unnecessary transitions within nursery and encourage our parents to consider what adaptations we all can make as adults to ease children's experiences.

Our children play together at parts in the day, meaning our children meet and see different children and staff throughout nursery. We also provide sessions for the children moving rooms so they can meet their new key person. Our parents are encouraged to be actively involved in this process and their perceptions about their transitions are explored and valued. Transitions are well thought out and planned, effective transitions take time are a process rather than an event. Whilst we work closely in partnerships with parents we will act as advocates for children and their best interests.

Children's emotional welfare, well-being and involvement is monitored through transition periods. Children should enjoy the transition process. Transitions should motivate and challenge children. Styles of teaching and learning should meet the needs of children and pre-conceived notions of what is or what is not appropriate or next. Children and parents are individuals; our policies and practices must offer flexibility to be responsive.

At Brookdale we encourage parents to be involved by:

- Welcoming parents into nursery at arrival and home times each day
- Welcoming parents into nursery whenever they have a query or concern. We offer meetings the same day parents raise a concern. We do not have scheduled parents evenings etc we provide open discussions throughout the day and always welcome parents to come to us.
- Newsletters, photos, memo notes to inform parents of curriculum coverage
- Parent share App is part of our Evidence Me app, which we use to collate our observations and assessments. The parent share App allows parents to share observations from home and allows us to share their developments with parents in real-time.

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

All staff have child development training and are experienced within the Early Years age range. Within the setting there is a trained SENCO and a deputy who attend regular termly network meetings. The Local Authority Area SENCO is available to support the nursery SENCO team. Parents can grant permission for Nursery to seek advice from the Early Years Advisory Teacher Team (EYAT). The staffing structure at Brookdale has an array of expertise and qualifications, including diplomas and NVQs. All full-time staff are qualified to at least level 2 with most at level 3 and the Manager is qualified to Level 6. Further training for many staff members is ongoing and links to specific needs such as behaviour training, equality, inclusion, S & L, autism etc.

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 (e.g.: Phone, text, email, notes, home-nursery diary etc)

Contact Details:

The Manager and setting SENCO can be contacted directly using the Nursery's direct phone number and or email:

Tel: 01524 64740

E-mail: brookdaledaynursery@btconnect.com

Website: www.brookdaledaynursery.com

You can also find us on facebook

Please feel free to contact any of the staff for further information or to arrange a visit. Brookdale Nursery operates an open door policy.

Information can also be requested via our postal address:-

Please address to:

Lianne Blood (Manager/SENDCO/ DSLO)

Brookdale Day Nursery

Hala Road

Lancaster

LA1 4QJ