



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		Telephone Number	01524 64740
	Hala Road Lancaster LA1 4QJ		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	Carole Croft / Lianne Blood Brookdale Day Nursery Hala Road Lancaster LA1 4QJ 01524 64740 Brookdalenursery@btconnect.com
---	---

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	Carole Croft / Lianne Blood		
	Manager / Deputy Manager		
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.

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.

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 number of 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

- 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 parent/parents be involved?

What the setting provides

Children's progress is closely monitored in our setting with ongoing observations and assessments linked to the 'Developmental Matters Guidance' for the EYFS. We regularly assess children's progress using the 'observation checkpoints' within the framework. Information from screening tools such as 'Wellcomm', (which is a tool we use in Nursery to assess a child's speech and language) and the 2 year old progress checks are regularly used. We are continually differentiating activities or interactions with children as it is embedded in our everyday practice and through our In The Moment Planning – meaning, where possible, next steps are fulfilled 'in the moment'. If children are identified as needing additional support that support is co-ordinated with the child's key-person, their parents and the Nursery SENCO. Regular key-worker meetings are held with parents for all children and are used to discuss progress (at home and within Nursery); and may include developing a targeted learning plan to help support children's progress and then, if appropriate, using a ATTS tracker to further identify any significant delay. Outside agencies such as physiotherapists and speech and language therapists often play a key role and we, as a setting, promote a multi-agency approach. This includes termly meetings with our inclusion teacher and can include additional advice and guidance specific to an individual child, this is called a Request for Involvement visit. Reports from other childcare and health care professionals also enable us to tailor our provision around a child's needs. The Provision Mapping Audit tool details ways in which we support all children (wave1), those requiring a little bit extra support (wave2) and children requiring more specialised support (wave3).

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 .

A baseline of children's learning in the 3 prime areas is created for all children after 4 weeks of attending Nursery. Children are all continuously observed. These observations are linked to the EYFS and from these links next steps to progress children's learning and development are produced. All the observations, baselines and supported learning documents are placed in a learning journey for each individual child by their key worker.. Each child's progress is tracked, the tracking follows the child through Nursery and is shared, after permission has been given, with other settings if the child moves on or when they go to school. Baselines, observation checklists and ½ termly tracking supports practitioners in identifying if any children are tracking below their age and may require additional support.

Parents complete an 'All about Me' and admission form prior to their child starting Nursery to help provide a consistent approach to ensure continuity of care from home to setting. Parents set out the child's routine and share as much information as they can to enable practitioners to provide the 'home from home' care that we value so highly and are proud of being able to provide. To support this, children under 2 years are given a 'home to nursery book'. This is used to share information two ways, practitioners write in the book things that the child has been enjoying in Nursery and parents/carers write about things the child has been experiencing out of Nursery. This promotes a continuous dialogue between both parties.

On induction to the setting the SENCO, manager, key person and parents share information about the child's strengths and needs. Parents have the opportunity to visit and stay with the child at Nursery prior to starting to enable the child to become familiar with the environment and the practitioners that work in Nursery. Parents are invited to bring their children for as many settling in sessions as they feel comfortable with. Observations, links with home and outside agencies, assessments and evaluations all contribute to the child's individual learning and targeted learning and development. Practitioners plan provision and activities within the EYFS framework for all children based on the 3 prime areas of learning and development – (Communication & Language, Physical & Personal, Social & Emotional Development) and the 4 specific areas of learning – (Literacy, Mathematics, Understanding the World and Expressive Arts & Design) and adapt activities to suit the needs of all, including if a greater level of differentiation is required because a child has additional or specialised needs. This is all done 'in The moment' and staff use their skilled judgement.

The allocated key-person will foster relationships with the individual child and the SENCO will maintain an overview of experiences and progress. The SENCO will also work with other professionals to ensure provision is current and appropriate and will seek support when needed by outside agencies.

Children are encouraged to share ideas and access all areas freely. Focussed activities are regularly incorporated throughout the day and are usually created round children's interests or to help widen their interests. Small group times are carried out at different times throughout the day to encourage and support listening, attention and talking to their peers about things that are important to them.

If required practitioners will attend any training related to a child's need before they start nursery or as an additional need is identified.

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

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. We have close links with other settings and support services and offer and use resources on a loan basis, whilst still replenishing our stock regularly.

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 are able to 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

We have an open door policy at Brookdale whereby parents and known carers can drop in at anytime. Transitions into setting from home are filtered in, with parents often staying for short periods of time then leaving once they and / or child feel comfortable. Settling in sessions are offered before the child's actual start date and are flexible according to the parents and children's needs and wishes.

Transition into a new room is introduced slowly using a phasing in approach however in order to ease transitions within the setting all staff work in all areas meaning that children become familiar with all practitioners in the setting straight away. The children also spend time with all ages together in all areas of the Nursery when numbers allow. This builds the confidence of the children and makes transitions relatively stress free. Transitions to school are strengthened through incorporating activities into the daily planning to promote school readiness. Eg school uniforms in role play. Reception teachers are invited into the setting to visit children that are coming up to their school. A transition document is produced by the child's key worker. This outlines where the child is up to in each area of the areas of learning as set out in the EYFS.

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:

Carole Croft (Manager)

Brookdale Day Nursery

Hala Road

Lancaster

LA1 4QJ