



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **RISING STARS 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:

WWW.lancashire.gov.uk/send

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-RISINGSTARSLANCASTER

Setting Name and Address	Rising Stars Nursery		Telephone Number	01524 383366
	Firbank Road Lancaster LA1 3HL		Website Address	www.risingstarslancaster.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?	2 – 4 years			

Name and contact details of your setting Senco	SENCO – Sharon Fenton 01524 383366
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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	Sharon Fenton MANAGER		
Contact telephone number	01524 383366	Email	<u>Sharon@risingstarslancaster.co.uk</u>

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 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	www.lancashire.gov.uk/send		
Name	Sharon Fenton	Date	January 2024

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The Setting

What the setting provides

- **We are a private day nursery catering for children aged between 2 - 4 years.**
- **We are open 8.30-5pm, 38 weeks a year.**
- **We are situated close to the city centre.**
- **We can cater for 48 children across the setting.**
- **The children have daily access to an expanse of outdoors spaces.**

Staffing

- **All staff are qualified Level 2/3 and above.**
- **We employ an experienced SENCO who works closely with the Inclusion Teacher.**
- **We have strong links with other supporting agencies including:**
 - Speech and Language Therapists**
 - Longlands Child Development Centre**
 - Health Visitors**
 - Portage**
- **We have worked with occupational therapists & physiotherapist to ensure appropriate care and specialist equipment is provided.**

Accessibility and Inclusion

What the setting provides

- **The nursery is on ground level and is fully accessible throughout. There is an accessible parking space with ramped access to the front of the building and automated main door.**
- **Disabled toilet facilities are available.**
- **Spacious reception area and nursery rooms.**
- **Welcome pack and other key information available in large font and on coloured paper.**
- **On registration parents have the opportunity to share information regarding any additional access requirements.**
- **We communicate with parents in a variety of ways including:**
 - Face to face**
 - Letters**
 - Parent meetings**
 - Regular questionnaires and consultations**
 - Facebook**
- **Resources are accessible to the children and pictured and labelled.**
- **Furniture is age appropriate in all rooms.**
- **Room layouts are regularly reviewed by experienced staff teams and reasonable adjustments are made.**
- **Information can be shared in several languages if needed.**

Identification and Early Intervention

What the setting provides

- **Daily observations including looking at children's well-being and involvement.**
- **Close relationships between key person, parents, and children**
- **Each child has a Learning Journey recording their interest and achievements in nursery.**
- **Continual tracking of children's individual progress and development**
- **Regular opportunities and meetings for parents and key person to discuss their child's learning and development.**
- **We have a detailed programme which enables us to identify children with additional needs and provide appropriate support. Refer to our Provision Mapping**
- **Written summary of progress for all two-year-olds available for parents to share with Health Visitors**
- **The nursery SEN (Special Educational Needs) Policy provides the context for supporting children with SEND (Special Educational Needs and Disability).
Hyperlink to SEN policy**
- **Our experienced SENCO works closely with all staff to support children's individual needs.**
- **Where key person feel there may be additional support required, they will share concerns with parents and setting SENCO. Targets and strategies will be put in place to support the child's individual needs and progress will be closely monitored.**
- **If on review of targets and strategies parents and staff feel additional specialist support would be beneficial this is requested as soon as possible.**
- **The setting has close links with local specialist services including Speech and language Therapists, Health Visitors, Longlands Child Development Centre and Inclusion Teacher**
- **Parents are fully involved at all stages in deciding how best to support their child together with advice from relevant professionals.**

What the setting provides

All children's learning and development is tracked using the Birth to 5 frameworks.

- Each child has a Learning Journey with a range of detailed observations which evidence their progress and support provided whilst in nursery.
- Particular attention is given to their progress within the Prime Areas:
 - Personal, Social and Emotional Development – children's wellbeing and involvement is regularly observed, and support offered when appropriate.
 - Communication and Language – children's development is closely monitored using Wellcomm Toolkit. This toolkit has been designed by speech and language therapists to ensure all children receive prompt and appropriate support.
 - Physical development - all children have daily access to large outdoor areas to promote their physical health and wellbeing. The nursery actively promotes healthy lifestyles using the Healthy Heroes programme.
- We complete 2-year progress checks and share these with parents. This is around 2 ½ years.
- Keypersons establish close relationships with their families and can be approached by parents wishing to share any concerns as they may arise.
- Our experience staff team also share their concerns with parents and together will agree a course of action.
- Action taken may include a Request for Service from the children centre or/ and Request from the Inclusion Team.
- Parents are always fully involved in decision making. Targeted Learning Plans are made be put in place with input from parents, key persons, SENCO, and any other relevant agencies. This are reviewed every 6/7 weeks.
- We have strong links with other supporting agencies including Speech and Language Therapists, Longlands Child Development Centre, Health Visitors, Portage.
- We are experienced in requesting additional specialist staff via the Early Years Support Panel.
- The nursery SEN (Special Educational Needs) Policy provides the context for supporting children with SEND (Special Educational Needs and Disability).
- Our provision map outlines the services we offer to all children (Wave 1), targeted services we offer for children with identified needs (Wave 2) and specialist services we can access through external agencies (Wave 3). Refer to our Provision Mapping

What the setting provides

- All rooms have a full range of resources which children can access independently.
- All rooms offer a variety of natural and sensory resources and daily use is made of our extensive outdoor environments.
- If staff observation of children's needs suggest additional resources would be beneficial the nursery will make every attempt to source them, including seeking advice from specialists.
- Key person and/or SENCO attend all meetings with parents and other professionals as required e.g. Team Around the Family (TAF) meetings.
- The setting has close links with local specialist services including Speech and language Therapists, Health Visitors, Longlands Child Development Centre and Inclusion Teacher
- All staff are trained and experienced in identifying children's needs. Staff are particularly skilled in supporting children's speech, language and communication through the Wellcomm programme.
- Parent advice will always be sought prior to any activities outside of the setting to ensure their child's needs are met all times and they are fully included in all experiences offered.

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g. a home nursery book?
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

- **Daily communication with key person**
- **Regular informal and formal meetings**
- **Parents are encouraged to view their child's Learning Journey and provide termly feedback.**
- **Key person and parent meetings at times of transition i.e. new rooms, going to school.**
- **In addition, parents can request to speak with staff at any time**
- **Daily observations including looking at children's well-being and involvement.**
- **Close relationships between key person, parents and children**
- **Each child has a Learning Journey recording their interest and achievements in nursery.**
- **Continual tracking of children's individual progress and development**
- **When sharing children's progress and development with parents' staff will sensitively relate this to the Early Years Foundation Stage (EYFS) Development Matters Framework**
- **Parents are involved in nursery life in several ways, including:**
 - Parent meetings**
 - Regular questionnaires and consultations**
 - Facebook**
 - WOW moments.**
 - Celebrations & festivals**
 - Fundraising events e.g. Children in need, red nose day etc....**

What the setting provides

- **Parents attend settling in sessions with their child during which all about me information is completed.**
- **Key persons establish relationship with the family.**
- **Parents share child's routine with key person which we then follow at nursery.**
- **There is an established transition procedure between rooms. This begins a month prior to a child moving rooms involving key person and parents at all stages.**
- **Shared outdoors areas support a smooth transition process by allowing children to automatically become familiar with new staff and children.**
- **Communication books can be set up on request for children attending other childcare settings.**
- **Nursery always invites children's new Reception teachers to visit the children in the nursery and speak with key person.**
- **Parental permission is sought to share end of nursery transition reports with their new school.**
- **In final term at nursery staff will provide opportunities and experiences to prepare children for the transition to school**
- **Transition and Team around the family (TAF) meetings are arranged to support families and children with additional needs and inform new settings.**
- **Learning Journeys and Records of Achievement are given to parents to share with new settings.**

What the setting provides

The majority of staff are trained and experienced in identifying and supporting speech, language and communication development using the Wellcomm toolkit.

- The nursery team is highly qualified, Level 2 and above.
- Our experienced SENCO works closely with all staff to support children's individual needs.
- The nursery has experience of supporting a child with physical disabilities requiring specialist equipment and other professionals.
- Staff are experienced in working with specialist services including Speech and language Therapists, Health Visitors, Longlands Child Development Centre and the Inclusion Teacher

Further Information

What the setting provides

- If you would like further information or would like to discuss any concerns you are welcome to come into the nursery at any time or please contact the Nursery Manager Sharon Fenton on 01524 383366 or sharon@risingstarslancaster.co.uk