



**SEN and Disability**

**Local Offer: Early Years Settings**

**Name of Setting: Appletree Nursery School**

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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

APPLETREE CHILDREN'S CENTRE AND NURSERY SCHOOL

<b>Setting Name and Address</b>	Appletree Nursery School, Milking Stile Lane, Lancaster LA1 5QB		<b>Telephone Number</b>	01524 64132
			<b>Website Address</b>	www.appletreechildrenscentre.co.uk/
<b>Does the settings specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b> Appletree staff are highly qualified in meeting the needs of children with speech and language delay. All staff have received training in speech and language and the majority have further developed their knowledge to be able to implement Teacher Talk and WellComm speech and language early intervention programmes. Headteacher and SENCO have specialist SEN qualifications.	
		yes		
<b>What age range of pupils does the setting cater for?</b>	Our Nursery School caters for children between 2 and 4 years old.			
<b>Name and contact details of your setting SENCO</b>	Angela Dixon <a href="mailto:ahddixon@appletree.lancs.sch.uk">ahddixon@appletree.lancs.sch.uk</a> 01524 64132			

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).

<b>Name of Person/Job Title</b>	Angela Dixon, SENCO		
<b>Contact telephone number</b>	01524 64132	<b>Email</b>	ahddixon@appletree.lancs.sch.uk

## Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

<b>Please give the URL for the direct link to your Local Offer</b>	www.appletreechildrenscentre.co.uk		
<b>Name</b>	Angela Dixon	<b>Date</b>	November 2015

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

What type of setting is Appletree Nursery School?

### **What Appletree Nursery School provides**

Appletree is the only LEA maintained Nursery School in Lancaster and we are situated on the Marsh Estate. The school caters for 80 children aged 3 to 4 years and our Appleblossom 2 year old provision provides 24 places. The Nursery School building was extended in 2008 to house Appletree Children's Centre. Appletree Nursery School and Children's Centre are federated with Stoneygate Nursery School and Children's Centre in Preston. The Head, Miss Julie Morrow and SENCo, Ms Angela Dixon work across both settings.

Staff ratios are no less than 1:10 at any time in the main nursery, often much higher than this, and 1:4 in Appleblossom.

The nursery is open from 8:45am to 3:45pm and children attend 15 hours a week. We offer a number of flexible session patterns including mornings or afternoons and full day options. Please check with our school office for current session availability. Children attending full days are provided with a lunch time session. Parents can also choose to extend their child's session by paying for a lunch time session or extra hours in the nursery. We undertake home visits and play sessions. We support children and families in transitions from home and also in to primary schools so that children can at their own pace.

A governor has special responsibility for special educational needs (SEN) and works with and advises the SENCo, parents and staff. The SEN governor has regular meetings with the SENCo and attends SEN training sessions. We have a senior member of staff who is responsible for behaviour management and the whole staff work closely with a specialist behaviour management consultant through regular inset training.

In September 2015 the Nursery School extended the age of children eligible to attend our school from 2 years to 4 years. Free provision for two year olds is provided on site by Appleblossom. Appleblossom has a dedicated room and outdoor space suitable for two year olds and work in partnership with the staff in the 3 to 4 nursery to ensure smooth transitions for the children. High quality continuous provision is provided for all children and adjustments have been made this year to support children with particular special educational needs including visual and hearing impairment. Both rooms enhance provision using children's interests and fascinations as a starting point. Please ask to speak to Lesley Matthews or Natalie Sutcliffe for further details on how to apply for funded places for your two year old.

Designated Officers are Julie Morrow, Head, Lesley Matthews, Deputy Head of Centre, Della Green, Senior Outreach Worker and Firdauwe Essa, Lead Teacher. The SENCo is Angela Dixon. Our SENCo supports families of children with special educational needs and is responsible for ensuring that the needs of individual children are met through provision mapping, targeted learning plans and work with individual and small groups. Our SENCo also works closely with external professionals including social workers, health visitors, speech therapists, educational psychologists, occupational therapists and physiotherapists.

## Accessibility and Inclusion

### How accessible is Appletree's environment?

#### What Appletree Nursery provides

Appletree is a modern building with easy access on one floor level with push button entry electric doors. The car park has a designated disabled space with an access ramp. We have an accessible toilet in the reception area and in the nursery classroom. Baby and child changing facilities are available, as is an adjustable changing bed. A personal care plan will be agreed with parents for those children who need intimate care.

Appletree has an attractive indoor and outdoor provision with free- flow access to both indoors and outdoors that enables independent play. Resources and displays reflect equal opportunities and planning reflects the needs of individual children, following children's interests and schemas to enable them to achieve their full potential.

We have a smaller community room which can be used for parent meetings, small groups and 1:1 sessions such as contacts for children looked after.

We have a large open plan nursery with identified learning areas such as creative area, sand and water, and role play. Continuous provision is flexible and room layout has recently been adapted to allow better access for a child who uses a walker. Resources are placed within easy reach and reflect our inclusive practice. Resources are shared by the whole centre enabling a wide range of abilities and interest to be catered for. We use Boardmaker symbols and three staff use Makaton to support communication skills. Individual risk assessments are in place and a fire access plan is written for children and staff who need support in leaving the building.

Children have access to an interactive smartboard, sensory equipment and a range of quality resources which reflect the different ages and stages of development of children attending the school. Staff are supported by an Inclusion Teacher in order to be able to plan effective interventions and play based activities for children with particular needs.

Parents with additional needs are supported by outreach workers and information is given both in writing and verbally. We have a regular newsletter and information and policies are published on our website – hard copies are available as required. Information can be provided in different languages if needed. Parents have the opportunity to take part in regular parent forums and parent meetings to discuss their child's progress.

## Identification and Early Intervention

How does the nursery know if a child needs extra help and what should a parent do if they think their child may have special educational needs?

How is teaching and learning developed at Appletree Nursery?

**What Appletree Nursery provides**

Appletree has a keyworker system which ensures that all families have a named first contact point. The SENCo is available to discuss any concerns with parents and appointments can be made for longer discussions. Our open door policy ensures that senior staff are also available for parents to talk to. Parents can discuss their child's needs with their key worker or an outreach worker. As a centre we work closely with Health and Social Care professionals, and families with children with SEND or additional needs are signposted to targeted services through the Children's Centre.

If staff have concerns about a child's development, they will speak to parents and to the SENCo for further advice. We will then follow the procedures of the SEN Code of Practice identified in our SEN Policy. Our SEN provision map shows the route we will follow to access services for children. Our Single Equality Policy ensures that we respect the needs of all staff, children and parents regardless of race, gender or special educational needs or disability.

All staff have a secure knowledge in child development and are aware of key milestones typical for a child's age. Through our clear assessment processes, such as the two year old check with Health Visitors' and our observation and monitoring processes, staff are able to identify any possible areas of concern such as speech and language delay. The whole centre uses the WellComm Speech and Language Intervention Programme to assess children's level of speech and language development. These assessments enable staff to identify specific areas of concern, and put early interventions in place or signpost families to speech therapy drop-in sessions or refer to the speech therapy service if appropriate.

Information for parents is available from keyworkers and Children's Centre staff. Staff are trained to deliver specific targeted programmes such as Happy Talker, Learn to Play, Play to Learn, Targeted Stay and Play groups and Mini Music Makers. A member of staff is also a WellComm and Early Language Development trainer who supports others in delivering high quality speech and language interventions.

Parents are fully involved in decision making. CAFs (Common Assessment Framework) are initiated appropriately. The CAF is a four-step process whereby practitioners can identify a child's or young person's needs, assess those needs holistically, deliver coordinated services and review progress. The CAF allows all the professionals working with a family to share information and support the family in the best way they can. A Team around the Family Meeting (TAF) ensures that actions are followed through by the team.

The SENCo will gather evidence from key staff and request further support from the Early Years Support Panel. Support could be a request for a specialist inclusion teacher, educational psychologist or additional funding for resources or staffing. Support packages are reviewed by the Early Years Support Panel every term.

The SENCo keeps the SEND register up to date – this will contain the names of children who require support for additional needs in areas of learning or have a disability. The register identifies the area of need and the stage of the SEN code of practice. The SEND register includes all children who have speech and language delay as identified by WellComm Language Assessment.

**Our named educational psychologist is currently Liz Eddington.**

Nursery, Centre and Appleblossom staff work closely together and share relevant information to ensure an integrated approach to children's learning and development. Transition meetings take place when a child moves from Appleblossom to the Nursery School and to other settings such as a primary school.



### **What Appletree Nursery provides**

Our setting complies with requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS). We work in partnership with parents to promote the learning and development of all children. The EYFS requirements for learning and development comprise of seven areas of learning and development, the early learning goals – which summarise the knowledge, skills and understanding that children should have gained by the end of reception year, and the assessment requirements – when and how this should take place and how they should discuss with parents.

We will always make reasonable adjustment to ensure that we can cater for the needs of all children as stated in our Single Equality policy (available on our website or in the centre office.) We closely follow the SEN code of practice and have a qualified Special Educational Needs Co-ordinator (SENCo) to oversee SEN provision.

Our learning environment is set out with clear areas of learning and continuous provision. Each member of staff has specific areas of responsibility to make sure that provision is reviewed regularly and that the needs of all children are being met. We plan and provide enhancements to reflect the interests of children and also predicted interests such as EID, Christmas, the seasons and starting school. Staff work closely with parents to empower their children to learn new skills. Resources such as the toy library, Firm Foundation pre-reading scheme, books and WellComm are available for parents to use at home with their children.

**Assessment:** All children are assessed **within two weeks** of entering nursery in the **prime** areas of learning:

- Communication and language (using the WellComm toolkit)
- Physical Development
- Personal, Social and Emotional Development

Children are also assessed in **specific** areas of learning:

- Mathematical Development
- Literacy
- Understanding the World
- Expressive Arts and Design

Analysis of the assessment data shows which areas of learning need to be developed further for individual children and this will inform planning and resourcing. Key workers are responsible for planning differentiated activities for the children in their keyworker group, although children do work with all staff on different areas of the curriculum such as phonics or speech and language programmes.

The SENCo is responsible for ensuring that individual learning programmes for children with any additional needs or SEND (special educational needs and/or disability) are carried out and reviewed with parents on a regular basis as appropriate (usually half termly).

Keyworkers assess the children continuously through focused observations, and assessments. This is formalised at three points in the year. We use “To Build a Profile” software and Learning Journeys to record significant events and learning and encourage parents to contribute to our assessment process. Analysis of the data collected shows where gaps in learning need to be addressed. Our assessment cycle informs our planning to make sure that the activities and resources enable progressive learning and development for all children. Resources and planning are differentiated to make activities accessible for all ages and stages of development. Our school is committed to raising achievement using Makaton and Augmentative and Alternative Communication (AAC) systems to support children with Speech, language and communication difficulties or hearing impairment.

**SEN Provision Mapping:** Our provision map shows the range of provision, staffing and support that is available within the setting. A provision map enables the school and centre to look at the needs of all children and identify how we support groups of children including children with SEND. Provision mapping is a way of auditing provision, ensuring that resources and funding are used effectively and focus staff on quality teaching and learning for all children. The provision map also helps us to identify any specific training needed for staff, and ensure that we provide inclusive quality-first teaching for all children, additional interventions to enable children to work at levels typical for their age or above and additional highly personalised interventions.

### **Targeted Learning Plans (TLP)**

A TLP is a teaching and learning plan which identifies focused objectives with actions to achieve them. The identified actions should be **SMART:-**

- **Specific** so that the child, key staff and parents know what the child needs to achieve
- **Measurable**, so that it is clear when the target has been achieved
- **Achievable**, for the individual child
- **Relevant**, to the child's needs and circumstances
- **Time-bound**, so that the targets are to be achieved by a specified time

A review of the TLP will take place at least every half term with parents, keyworker and SENCo. The child's viewpoint will be sought wherever possible.

### **Parental Involvement and Support**

We encourage parents to be active participants in children's learning in a variety of ways:-

- Parent meetings – home visit, induction meetings, termly formal parent meeting, school transition meetings, TAF meetings
- Information in newsletters, on the parent noticeboard and website
- Firm Foundations pre-reading scheme
- WellComm resources sent home to compliment what is being taught in nursery
- Parent forums where parents contribute to ideas and group planning
- Support provided by Children's Centre staff to Nursery School parents through targeted support programmes and one to one advice sessions
- Families can access Play to Learn, Learn to Play sessions and parenting courses through the Children's Centre
- Support for transition to reception classes and other settings
- Learning Journeys
- CAF – "The CAF is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress" (DFES. National Archives)
- Further support for families can be accessed from the Special Educational Need and Disability Information and Support Service (SENDIASS) - formerly Parent Partnership and [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

### **Children's Viewpoint**

Wherever possible we seek the opinions and ideas of the children. We encourage children to take an active part in planning and expressing their views through the use of digital cameras and video, picture prompts and visual aids such as Boardmaker, verbal discussions and Learning Journeys.

**How are the setting's resources used to support practitioners to meet children's special educational needs?**

**What Appletree Nursery provides**

The nursery uses resources appropriate for children's age and stage of development, including sensory equipment. Equipment and resources are robust and of good quality, and are open ended to maximise the range of activities on offer and to develop children's creativity. AIS (additional inclusion support) and AEN (additional educational need) funding are used to increase staff ratios to support children and buy specific resources such as Boardmaker. Resources are provided in different languages to support the speech and language development of those children who speak English as an Additional Language (EAL). We also use Early Years Pupil Premium (EYPP) funding to support children and families on lower income, some who may have SEND, through focussed targeted provision.

We have a large outdoor space which has safety flooring around the climbing frame and all weather surfaces. Sensory plants and herbs are grown in raised beds which are easily accessible. Our large low level sandpit enables children to sit within it. Areas of seating provide restful places which can be used for quiet times such as story sessions. We also share a community garden with the local primary school to extend our outdoor learning and develop forest school activities.

Our indoor area has good lighting and is decorated to provide a calm and welcoming atmosphere. Door frames are painted in a contrasting colour to enable visually impaired children to see them more easily. All doors are fitted with safety features to stop trapping. Our furniture is adaptable and moveable to maximise space and variety of layouts to reflect the needs of the group of children in the room. We have recently reorganised our teaching rooms to support positive behaviour management.

Outreach staff work closely with teaching staff to ensure information is shared about children's interests and activities that will enhance learning and development. Learning Journeys show progression and are passed from the Children's Centre to Appleblossom and Nursery appropriately. All activities are planned carefully to ensure they are accessible to all children: this includes off site visits and visitors.

Nursery children can access Children's Centre groups such as holiday sports and play sessions. Specific groups for children with SEND have been run by Unique Kids within the setting and small, quieter groups are planned for children who need a more intimate session .

Parents are consulted about trips, open days and special events via the parent forum and governing body. When special events or trips are arranged they are planned to be fully inclusive and parents are welcome to volunteer to participate in them.

## Reviews

### How do parents know how their child is doing?

#### What Appletree Nursery provides

Parents know how their children are doing by:-

- Sharing Learning Journeys
- Day to day discussions with nursery staff
- Discussions with SENCO
- Having access to displays which document children's learning through photographs
- Individual parent meetings
- Children's progression through targeted learning outlined in TLP
- WellComm screening and reviews

Parents are supported in transitions from home to school and have the opportunity to visit the centre, Nursery School and Appleblossom on open days, induction evenings and parent evenings throughout the year.

Some ways in which parents are encouraged to be involved in the Nursery School are :-

- Parent forum
- Parent Questionnaires
- Becoming volunteers
- Completing adult literacy and numeracy courses - many parents have taken NVQ qualifications. We now employ former parents in the Children's Centre and Nursery School
- Running their own groups
- Dad's Club

## 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 Appletree Nursery provides**

We help families prepare to children joining our setting or transferring to another setting. Parents are encouraged to visit the Nursery and Centre to have a look around and talk to staff. Appointments can be made by ringing the office. Other available support includes:

- Keyworker for each child and family, who will greet your child when they arrive and plan activities around their interests
- Discussions with external professionals where appropriate
- SENCo involvement to help settle children and make appropriate plans to ensure children's needs are met
- Families are encouraged to visit groups and centre and talk to staff
- Information booklets
- Induction meetings
- Support to look around schools and settings
- Transition meetings with key staff at settings
- Play sessions
- Writing social stories
- Induction packs
- Play sessions in settings such as reception class, supported by the SENCo and outreach staff
- Action plans and transition plans
- Meetings to share information that will help child to settle in their new environment
- Education and Health Care plans
- Shared activities at primary schools such as cookery sessions, attending Christmas and Summer concerts and story sessions with new teachers in reception class
- Referrals to specialist support services
- Medical Health care plans are written with parent for children who have medical conditions or need to take medication while in school
- Environmental audits to ensure that provision is inclusive and accessible to all children

## Staff Training

### What training have the staff supporting children with SEND, had or are expected to have?

#### What Appletree Nursery provides

All staff are trained in early years education, and senior staff have attended safer recruitment training to ensure the best possible staff are recruited.

- **Mrs Julie Morrow, Head:-** B Ed in Special Education ( Early Years)  
National Professional Qualification Centre Leadership  
Diploma of Special Education in Early Years,  
Post Graduate Certificate in language and communication impairment in children , Designated Safeguarding Nominated Officer
- **Mrs Lesley Matthews, Deputy Head of Centre:-** BA (Hons) in Social Work  
National Professional Qualification Centre Leadership  
Currently enrolled on Direct Teaching Programme  
Designated Safeguarding Nominated Officer  
CAF Champion  
Currently studying for Early Years Teacher Status
- **Mrs Angela Dixon, SENCo:-** BA Honours in Primary Education  
National Award for SENCO  
Early Years Professional Status  
National Professional Qualification in Senior Leadership  
Trainer for WellComm and Early Language Development Programme  
Makaton  
Using Visuals for Communication  
Medical Management
- **Mrs Della Green, Senior Outreach Worker:-** Level 5 Health and Social Care (Children & Young Families)  
Level 4 Diploma for Supporting Families  
Designated Safeguarding Nominated Officer  
CAF Champion

On appointment, all staff undertake a robust induction process during which they complete training in safeguarding, behaviour management, child development and speech and language development. Our staff have also undertaken CAF training and two senior staff are designated CAF and Safeguarding Trainers.

All staff have been trained to use the WellComm Speech and Language Assessment Toolkit, which is used for the early identification of speech and language delay and the implementation of interventions.

Some staff have also received further training in:-

- Play interventions such as Play to Learn, Learn to Play
- School Readiness
- Phonics
- Parenting courses such as Whoops, Family Links and Moving On
- Basic Sign Language - Makaton
- Working together to safeguard children with a disability

As a federated school we also share the expertise of members of Stoneygate Nursery School in Preston, and work closely with the Children's Centres at Appletree and Stoneygate. We also undertake regular inset training based on School Improvement Priorities to develop staff knowledge and

understanding. All staff work with the SEND service for specific advice and training

## Further Information

### Further information can be obtained from

Miss Julie Morrow, Head: [head@appletree.lancs.sch.uk](mailto:head@appletree.lancs.sch.uk)

Mrs Lesley Matthews, Deputy Head of Centre: [lesley.matthews@lancashire.gov.uk](mailto:lesley.matthews@lancashire.gov.uk)

Mrs Della Green, Senior Outreach Worker: [della.green@lancashire.gov.uk](mailto:della.green@lancashire.gov.uk)

Ms Angela Dixon, SENCo: [ahddixon@appletree.lancs.sch.uk](mailto:ahddixon@appletree.lancs.sch.uk)

Keyworkers are available to discuss your child's needs at the beginning and end of a session. You can also arrange an appointment to meet them. We offer an open door policy wherever possible and will endeavour to be available throughout the day to support children and families.

On our website: [www.appletreechildrenscentre.co.uk](http://www.appletreechildrenscentre.co.uk)

From the Centre Office: 01524 64132