

Special Educational Needs & Disability Local Offer for: **Maden Early Years & Childcare Centre**

The Setting

The Maden Early Years and Childcare Centre is a non-profit social enterprise that offers childcare for children aged 0-4yrs, via either full day care or sessional care. The nursery (full day care) is organised into 3 age groups, 0-2 yrs (Baby room), 2-3 yrs (2-3's) and 3-4yrs (Pre-school), with an additional room (Nurture Room) that provides intense support for children who are struggling to make progress in their age group room. In the Baby room we offer childcare for up to 15 children, in the 2-3's we offer up to 24 places and in the Pre-school we can offer up to 38 places. The Nurture Room currently offers support for up to 5 children, however they are included in the daily numbers for their age group room also.

Families can access government 'free childcare' dependent on their personal circumstances, and this can either be accessed solely, or deducted from their childcare fees if they access additional hours. To check eligibility Parents/Carers: [Childcare support checker | Best Start in Life](#)

The nursery currently employs 24 staff and these are deployed within the 4 rooms according to the ratios set out by Ofsted. There is a management team made up of a nursery manager and two deputy managers, with each of the deputies having a different focus within the setting and available to cover within the nursery rooms where needed. Both deputies hold Early Years Professional Status (EYP).

The management team within the nursery all have responsibility for the key roles, such as behaviour management, language lead and SENCO etc within the setting.

Accessibility and Inclusion

The Nursery is based within the Maden Community and Children's Centre in Bacup. The building is accessible from the main park via steps or a ramp and there is a lift to all floors. There are two disabled parking spaces in the Maden Centre car park, as well as 2 further spaces in the connecting Lancashire County Council (LCC) car park. All doors within the building are wheelchair accessible and there are a number of toilet and changing facilities available. There is an evacuation chair available in the building.

The flooring within both the interior and exterior play areas of the nursery has been sourced from appropriate retailers and is appropriate for the purpose of the space. The outdoor play spaces available to the children are accessible via the nursery rooms.

The nursery rooms are secured via keypad entry systems, with the main nursery entrance also having a video entry system. Only the early years staff have knowledge of the relevant access codes.

The furniture within the rooms (Tables, chairs, sand & water trays etc.) is sized appropriately for the children accessing the area, and where necessary changes can be made to accommodate individual children's needs e.g. height of tables.

There is a variety of information displayed in different formats for parents, including display boards and information files. Currently these are only available in English, but a future action of ours is to have all official paperwork translated into further languages spoken within the local community. We are happy for any further requirements in relation to parents accessing information in written format to be addressed individually when required e.g. for parents who struggle to read and/or write.

For the children, resources are labelled with photographs and where appropriate text format as well. The children each have an image/clipart of their own and this is used on their peg, water bottle/cup and meal name card where appropriate, encouraging them to recognise images within the environment.

Identification and Early Intervention

When a child first starts accessing the nursery, a member of staff sits down with parents/carers and discusses the child's needs, routine, interests etc and gathers relevant family information e.g. Parent support networks, family dynamics etc. and all necessary paperwork is completed. This is an important information gathering visit that helps us to determine any help or support the child may or may not need in order to access the provision available and to begin making progress.

Throughout their time with us, staff spend time getting to know each child, observing their play, likes & dislikes and undertaking assessments at appropriate stages in their life (Baseline, EYFS development checkpoints, 2yr development check and termly development reviews). Staff use their knowledge of each child's abilities to then plan next steps in their learning and provide appropriate activities within the setting to meet their developmental needs.

If a member of staff notices that a child is making less progress than would be expected, it is at this point that the setting Special Educational Needs (SEN) policy would come into effect. The staff member will seek the advice of the Special Educational Needs Co-ordinator (SENCO) and a process of observation and recording is initiated. This is the first step on what is known as the graduated response. If initial extra observations are still raising concerns, the next step on the graduated response is for the SENCO and Key worker to speak to the child's parents/carers, raise their concerns and discuss how we as a setting can/will support them and their child.

If a parent themselves has any concerns in relation to their child's development, we encourage them to discuss these with a member of staff, whether it be verbally or through an alternative method, e.g. email, WhatsApp (parental involvement method).

For the 2 year development check, a letter is sent to parents/carers informing them of our intention to complete the assessment and inviting them to participate in its completion (via a formal meeting with the key worker or through written notes).

As part of the 2 year development check information is shared about the child's progress and any areas of difficulty they may have.

If concerns regarding a child's development are raised at any point, it is for the nursery SENCO and the child's parents/carers to then decide the next steps in order to support them and help them to reach their full potential. In addition to the universal provision on offer in nursery, there are three main avenues of support that can be offered:

- Catch-up interventions – short term support reviewed termly that offers additional adult support and targets areas of need alongside overall development. We refer to this type of intervention as an Individual Termly Development Plan (ITDP).
- Targeted Special Educational Needs (SEN) support – long term support that targets very specific areas of need and identifies both short and long term targets for the child to work towards. This level of support is reviewed every 6 weeks and the child's progress is assessed and monitored using a small steps tracker (ongoing cycle of Plan, Do, Review).
- Specialist Special Educational Needs (SEN) support – in addition to the targeted SEN support, referrals to outside agencies can be made to ensure a child's needs are correctly identified and can be met through specialist programmes of support.

For those children who have been identified as requiring SEN support or Specialist SEN support, their name is placed on the Settings Special Educational Needs register (Code of Practice). This is used to formally identify any children who require or are already receiving additional support from nursery or other outside professionals, and is an agreement between parents/carers and nursery that extra support will be provided to the child and that their individual needs will be targeted to ensure they are given every opportunity to make progress in their learning. For those children with existing involvement from outside professionals, the SENCO will request Parental consent to contact them and ask for their advice in relation to setting targets and implementing any support plans. An Individual Targeted Learning Plan (ITLP) is put into place for all children receiving a form of SEN support, and a small number of targets are decided upon with Parents, SENCO and Key worker. The child's keyworker is then responsible for carrying out activities that are designed to help the child achieve a particular target, and in sharing the child's progress with their parents. ITLP's are reviewed every 6 weeks and Parents/Carers are invited to attend a meeting with the SENCO and Key worker and contribute to both the target evaluations and next steps.

We have very good links with a number of outside professionals and we can seek their advice and support where necessary (e.g. speech and language therapy, occupational therapy, health visitors, portage, Inclusion teachers etc). Staff would always seek parental consent before any advice or support was sought from any such professionals, and it would depend on the area of concern as to which professional we contacted. Parents/carers are involved at all times, and any decisions with regards to their targets or specific 'programs' are shared and discussed, and where appropriate, the child's opinion is also taken into account.

Our Nurture Room

At Maden Early Years we pride ourselves in supporting children and families. We have robust systems in place to identify children and/or families who may need

additional support and we are constantly reviewing practice and provision to ensure the service we provide meets the needs of all children and families.

Over recent years we have been experiencing high demand on the nursery to provide SEN support to increasing numbers of children with identified Special Educational Needs and/or Disabilities. We have been monitoring the provision in place and the effectiveness in terms of meeting the needs of all children in attendance, and we have come to the conclusion that true and effective inclusion has been difficult to maintain. Increasing staff levels to accommodate the high level of need and adapting the nursery rooms has not been as effective as we had hoped and following consultation with our named Early Years Specialist Teacher, we felt that we needed to make some changes to ensure we were providing an inclusive environment for all. After all, true inclusion means recognising differences and making adjustments to ensure every child can access learning in a way that works for them.

What changes do we feel are needed?

A high number of the children currently accessing our setting with identified SEN and/or disabilities require a quieter environment, increased repetition, higher levels of adult support, and more targeted teaching to access learning successfully. As a result we have set-up a room within our nursery that we believe is able to provide for all of these needs. We have called this room our Nurture Room and it will be staffed by two experienced and qualified members of our staff team. Children with identified extensive needs will access this room in a hybrid fashion alongside their age-appropriate mainstream nursery rooms. Initially, the number of children accessing this room will be limited to 5 at any one time. If demand increases, or we identify a child within setting that would benefit from this provision, we will revise this accordingly. For those children with identified SEN and/or disabilities that are thriving within their mainstream nursery room, the Nurture room provision may only be utilised for very short periods of time to work towards very specific tasks, if at all.

What will the Nurture room provide?

The focus within the Nurture room will be on communication, social interaction, emotional regulation, independence, and successful engagement with surroundings. It will be a quiet environment with minimal social load that will provide a high level of adult support for each child. A clear and consistent routine will provide plenty of opportunity for repetition and targeted learning opportunities.

Staff will support the children to make progress towards their identified individual long-term goals through a progressive planning format. They will use their knowledge of each child's current abilities and interests to support them in working towards these long term goals one step at a time.

Inclusive practice will be embedded into the provision and the staff will use appropriate techniques to ensure the support provided is appropriate for each child e.g. visual supports.

The hybrid model will look different for each child depending on their individual needs, and it will be reviewed regularly to ensure they are offered opportunities to transfer skills learnt within the nurture room into age-appropriate provision. Whilst in their mainstream nursery room each child will be supported by a member of staff, either from the nurture room or their 'key buddy' from their mainstream room. As a minimum each child will spend 1 hour a day in their mainstream nursery room, with our overall

aim being to work towards full-time attendance once they have gained the skills to thrive within this environment.

Who will make the decision as to which children access the nurture room?

We will always communicate closely with Parents/Carers and outside professionals to decide upon the correct provision needed for each child. We will observe each child closely within their mainstream nursery room and build a picture of their needs alongside their peers. The child's wellbeing is incredibly important, and we must balance this alongside: their identified needs, their parents/carers wishes and the recommended provision/targets made by outside professionals. For those children who struggle within the mainstream nursery rooms, we will begin to look at the provision available within the Nurture Room and its suitability in meeting the child's needs. If we feel that it would be in the child's best interests to spend time within the Nurture room we would consult with their Parents/Carers and the Early Years Specialist Teacher. Ultimately, it would be the decision of the child's Parents/Carers to decide if the Nurture Room provision and Hybrid model was appropriate for their child.

When will a child return to their mainstream nursery room full time?

As part of our 'Plan, Do, Review' cycle we will consult/meet with Parents/Carers every 4-6 weeks to discuss each child's progress towards their identified long-term goals and the provision being accessed by their child. The amount of time spent between the Nurture Room and mainstream nursery provision will be discussed and agreed upon moving forwards, ensuring that the child accesses the provision most appropriate to their identified needs and abilities.

Teaching and Learning Part 1 – Practitioners and Practice

The Maden Early Years and Childcare Centre provides the children with a variety of environments and resources in which to develop and to grow in confidence.

It is a government requirement that we follow the Early Years Foundation Stage framework (EYFS). This outlines everything the nursery must provide, from floor space requirements, layout of provision, policies which must be in place, to the necessary levels of staffing and staff qualifications etc.

Alongside the EYFS is the 'Development Matters'. This document is not statutory but it is recommended as it outlines the ages at which children gain particular skills and develop overall. We use this document to assess each child's level of development and to plan for their ongoing learning.

Each staff member is responsible for a particular group of children and this is referred to as their key group. As their key worker, the staff member is responsible for: the day-to-day intimate and physical care needs of the child, monitoring their development, planning appropriate activities and experiences and then assessing the impact these experiences have had on the child's learning. When planning for the curriculum, each key worker takes into account the current development levels of their key group and uses this knowledge to ensure the activities and experiences on offer are appropriate and promote ongoing progress. On an occasion where a child's engagement has been observed to be less than expected, alternative opportunities

are planned for at a later date that offer the same learning outcomes but are delivered in a different way. All children can access the activities provided, and depending on their abilities or needs, the staff member leading the activity will differentiate the language, resources, accessibility etc so that they too can learn and achieve.

Termly development reviews are completed for each child and shared with Parents/Carers. Within the review paperwork, key workers identify the child's next steps for the upcoming term. Parents/Carers are given the opportunity to look at these termly reviews and to make any comments or suggestions that they feel are necessary or would be beneficial to their child. It is often at this point where our Catch-up interventions are initiated (where necessary).

Alongside these termly development reviews, informal verbal communication between staff and parents/carers occurs constantly and we also offer daily information/communication via our Parent involvement Whatsapp service.

A child's key worker is responsible for building relationships with not only the child but their parents/carers also. This is particularly important for children with identified additional needs. A close relationship ensures that two way communication is undertaken and a complete picture of the child's needs as they grow and change is achieved at all times. Key workers must also keep up to date records of all professionals involved with a child and their family.

There is a requirement on the setting itself to formally record the types of support and environmental factors that we would provide for children with additional needs. This is called the provision map and is split into three sections/waves. The first section/wave outlines the support offered to all children who access the setting. The second section/wave outlines the support that can be implemented if a child is experiencing some difficulties, and the third section/wave outlines the support we can offer to children who have an identified 'special educational need'. The child's needs will determine the extra support offered. For example: A child with speech and language difficulties may be provided with additional small group time designed to encourage them to communicate, but would not be provided with specialist seating etc. as they do not require this.

Here at the Maden Centre we feel that we offer a great deal of support to the parents/carers and families of all the children, particularly those whose children have an identified additional need. Where possible we access the services within the Children's centre and signpost parents to the relevant services of support. These could include family support, the training co-ordinator, the job centre etc as well as outside support such as Speech and Language drop in sessions etc. Parents/carers are kept informed of all progress and any visits from outside professionals involved with their child. They are encouraged to share information with staff about their child's interests at home and to feedback any achievements made whilst outside nursery. Having a wider picture of the child's interests helps the practitioners to give the child a voice. By this we mean that even those children with extensive needs can have an influence upon the learning interventions and opportunities available to them.