



## **SEN and Disability**

## **Local Offer: Early Years Settings**

Name of Setting: **Basnett Street Nursery School**

Setting Name and Address	Basnett Street Nursery School & The Chatterbox Club		Telephone Number	01282 457235
			Website Address	www.basnettstreet.lancs.sch.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?	Basnett Street Nursery: 3-4 yrs The Chatterbox Club: 2-3 yrs			
Name and contact details of your setting SENCO	Basnett Street Nursery School Emma Barker – ebarker@basnettstreet.lancs.sch.uk The Chatterbox Club Grace Walker – chatterboxclub@gmx.com			

Name of Person/Job Title	Lindsay Ingham Headteacher		
Contact telephone number	01282 457235	Email	<a href="mailto:head@basnettstreet.lancs.sch.uk">head@basnettstreet.lancs.sch.uk</a>

Please give the URL for the direct link to your Local Offer	Basnett Street Nursery URL – 12173		
Name	Basnett Street Nursery School	Date	December 2022

## The Setting

Our setting is a Nursery School with an integrated extended service, catering for children aged 2 - 4yrs with a lunch club available on site to offer full day care. The setting is open Monday to Friday 8.45 – 3.40pm term time only.

The Nursery School can have 106 children on roll all aged between 3 - 4yrs, and also works in partnership with the onsite PVI in order to offer 16 x 30 hour places, giving a total session number of 61 children.

### Qualified Teachers

Lindsay Ingham - Headteacher, Designated Senior Lead (DSL)

Emma Barker - Lead teacher, Deputy Designated Senior Lead (DSL), Special Educational Needs Coordinator (SENCO)

Elizabeth Hall – Teacher, Designated Senior Lead (DSL), Educational Visits Coordinator (EVC)

### Teaching Assistants

Gillian Burnie - TA Level 3

Kate Cunliffe – Level 3 Lead SEND Practitioner

Hayley Holden – TA Level 3 (maternity cover)

Suzanne Marney – TA Level 3 (maternity leave cover)

Tabasum Nawaz – TA Level 3

Abida Bhatti - Bilingual TA Level 2 SEND support

Mehvish Mahmood – TA Level 2 SEND Support

Ayrin Rahman – TA Level 2, keyworker buddy support, covering PPA.

### Support Staff

Alison Boyd - School Bursar

Peter Whittaker - Site Supervisor

### The Chatterbox Club

Grace Walker - Manager /Special Educational Needs(SENCO)/DSL/Parental Involvement Co-ordinator

Candice Wilkinson – Deputy Manager

Atiqa Shakir – Early Years Practitioner

Mahima Rahman - Early Years Practitioner (maternity leave)

Fatema Bhanoo – Early Years Practitioner

Fatay Begum – Early Years Practitioner

In addition, Emma Barker is the named person with the responsibility for supporting behaviour within the setting. All staff are paediatric first aid trained and all trained in safeguarding level 1.

## Accessibility and Inclusion

### The Building

The Nursery School was built in 1962, The Chatterbox Club was built in 2003 and further extended in 2014.

Our admission policy follows Lancashire County Councils guidelines and we adhere to their procedure when admitting children.

The setting is a single story building with wheelchair access at all main entrances and exits. A disabled toilet is available for adult use but it can be used for children if required, an adjustable changing bed is also available.

For children who have specific needs staff can administer prescribed medicines i.e. inhaler/antibiotics and will seek training when needed to support individual children i.e. use of an epipen. The flooring is hard non-slip safety flooring and is all on one level with adequate space in all playrooms ensuring easy access.

Doors between playrooms are kept open supporting children's independence in accessing our continuous provision.

A website with translation facilities is available for parents to be able to access all required information about Basnett Street Nursery School and The Chatterbox Club. It includes all policies, including all information in regard to our SEND provision is available to access.

We have supported visually impaired and hearing impaired children alongside children with physical difficulties and also children with a diagnosis of ASD. Dual language books are available in our library for staff and parents to share with children.

#### The rooms

The floors are hard non-slip safety flooring. Rugs are used in the setting to make comfortable sitting areas for playing and relaxation. Snugs and calming areas are available for children to self-regulate and rest.

Furniture is freestanding so can be moved and rearranged to make space to ensure the rooms are accessible for children using walkers or wheelchairs.

Continuous provision is reviewed regularly to ensure it meets the needs of all.

#### Nursery School

In the Nursery School there are tables available with low chairs, and all areas of provision are easily accessible and presented so that all children can access, whether this is on the floor, cable drum table or on low tables etc. The interactive whiteboard is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas. We use Makaton to support children and display signs and pictures to support staff when communicating. We also endeavour to purchase personalised resources to meet the needs of individual children if needed. Key words in dual language are displayed in all areas of provision. Bilingual Teaching Assistants are also available to support children and parents in our main home languages.

#### The Outdoors

Easy access from the building leads you under a sheltered canopy before moving out onto a large tarmac area with bark mulch paths and grass leading to most areas of outdoor provision. Leading onto the Forest and allotment areas, the paths consist of bark which enables all children to fully access the outdoor provision. Staff are available to support children when accessing the grassed areas, the slide and large sand pit, who may require the use of specialist equipment.

We endeavour to ensure that all children who attend our setting are able to freely access all activities. We do provide specialist equipment to ensure all children are able to access the outdoors, if this is required.

## Identification and Early Intervention

In the first instance the setting offers home visits to meet the children and family, the induction period is flexible to support the children and parents with the settling in process. These meetings enable staff to gather information about the child and family, identifying any concerns parents may have with regards their child, including any special educational needs. Any concerns parents may have are discussed with Lindsay Ingham (Headteacher) and Emma Barker/Grace Walker (SENCO). We continue to have an open door policy, parents are able to speak to their keyworker at drop off time as well as make an appointment to come into nursery.

Children's progress is closely monitored in our setting. Children's learning journals include observations, comments from parents/family/children, assessments and information from screening tools such as 'I can', Early Talk Boost and also WellComm.

Learning journals are available for children and families to access at any time. Key Workers are available daily; arrangements can be made for sharing journals and any other concerns with parents in the nursery environment or the parent's room.

Parents meetings are held throughout the year and pen portraits (reports) are written in conjunction with parents and key workers who discuss children's progress at home and in the setting. The setting works closely with local Neighbourhood Hub Centres in order to further support our families.

The SENCO and Key Workers closely observe and monitor and can identify if further support is required. Written with parents Targeted Learning Plans ensure targets set have specific aims to support the child's development. We offer advice on other services such as speech and language therapy. If a child requires additional support the SENCO is able to request advice from the Inclusion Teacher with parent's permission. Our Special Educational Needs Policy is available upon request. We use provision mapping to identify ways in which all children can be supported.

## Teaching and Learning Part 1 – Practitioners and Practice

The setting works within the statutory framework of the EYFS. Key Workers use the settings personalised curriculum along with the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The settings curriculum identifies three prime areas of learning and development and four specific areas of learning and development.

The setting uses a holistic approach to meet the curriculum, incorporating the three prime areas and four specific areas.

Continuous provision is established in all areas but is enhanced regularly to meet the needs/interests of all children. Key workers differentiate activities to meet the needs of all individual children in a sensitive and appropriate way.

All children are allocated a Key Person who is the first point of contact for parents and their families. The role of the Key Person is to develop a positive relationship with parents and their child in order to support an all-round development. We strongly believe that our well established key worker system supports all children's well-being.

Parents are valued and their contribution in terms of identification and support with children with SEND is fully recognised. Parents will be kept fully informed where their child has special educational needs and will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors
- Medical Professionals e.g. Paediatricians, Occupational Therapists (OT), Physiotherapists, Speech and Language Therapists (SALT), 0-19 ASD Pathway
- Portage
- Specialist Teacher
- Educational Psychologists (EP)
- SEND Services (LA)

Links with other educational settings are made with consideration to careful transitions ensuring changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. All CPOMS chronology and document vault will be transferred to the feeder school.

Parent courses/sessions are also provided to support parents to understand how and what their child is learning in nursery to further extend support for them working with their child at home.

We work closely with other professionals to support children's needs, including list from policy.

## Teaching and Learning Part 2 - Provision & Resources

Where children require access to resources that are not usually available in our setting we endeavour to access these externally i.e. support service. All practitioners are encouraged to work with external professionals who visit children in the setting supported by their SENCO. As a setting we endeavour to make reasonable adjustments to provide additional support.

Due to the stage of development of our cohort of children and the high level of SEND need catered for, we provide experiences that come to the children in Nursery School, to support and further extend learning within our curriculum. For example, we would organise a farm to come to us, rather than taking the children out to the farm. This proves to be a successful approach for us and meets our varying needs, in a safe environment, whilst providing first hand real life experiences.

## Reviews

Targeted Learning Plans are set and reviewed alongside parents every half term or more frequently if necessary. Regular observations are carried out ensuring the targets are appropriate for the child and adjusted accordingly. Targets are set following advice from external agencies such as speech and language and also the Early Years SEND Toolkit.

The SENCO, with parent's permission, may seek advice and guidance from outside agencies such as the Inclusion Team or an Educational Psychologist. Termly Team Around the Family (TAF) meetings are held to ensure the child is having their needs met as well as their families if this applies.

All children who receive additional support from outside agencies will complete a One Page Profile, parents will support the completion of this booklet expressing their views and wishes for their child as they move through their education.

## Transitions

Effective transition arrangements are in place for children with SEND. If it is felt that a child may require an EHCP Plan, work towards this, following the graduated approach, starts immediately. We work closely with parents on this, and if appropriate and viable, we will guide parents to start the process before the child even starts at Nursery School and signpost them to the relevant services. This is because the timescales for achieving an EHCP before the child starts primary school are very tight. Therefore, our timescales are strict, and the plan, do, review, assess cycle is timely.

We understand the importance in our role of enabling every child to be ready for their next stage of education. We aim to have all the processes in place for a SEND child, so that their transition is smooth and the feeder school, can literally continue with the child's support. To support us with this we use CPOMS to build a chronology of the child's individual support that is then transferred to the feeder

school, so they can continue with the process.

We hold transition meetings with the feeder schools and provide them with all the important information and aim to support the decision making for each individual child, having the child's best interest at heart, with understanding in depth the issues/challenges they may face.

We believe transition arrangements for a child with SEND, should be personalised to that child. At Basnett Street Nursery School, we encourage this approach and will guide parents to encourage that the needs of the child are met and will continue to be met during this crucial stage.

## Staff Training

We have an outstanding team of highly qualified staff:

Nursery School:

- Headteacher – BA hons, QTS, EYPS, NPQH
- Lead Teacher – BA hons, QTS
- Teacher – BA hons, QTS
- 5 Teaching Assistants Level 3
- 1 Teaching Assistant Level 2b
- 2 Teaching Assistants Level 2a

The Chatterbox Club:

- Manager – Foundation Degree in children's care, learning and development.
- Deputy Manager – Foundation Degree in children's care, learning and development.
- 5 Early Years Practitioners - Level 3 NVQ/BTEC in children's care, learning and development.

We have a regular programme of supervision and appraisals for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.

Within our setting we have staff who have completed the following training courses:

- Makaton
- Elklan
- Early Talk Boost
- Wellcomm
- Autism
- Autism and differences in gender
- Pathological Demand Avoidance
- Attachment Aware and Trauma informed practice
- Play Therapy (Lead SEND Practitioner)
- Forest School Level 3 Award (Teacher/Forest School Practitioner)
- Writing an IEP (Lead SEND Practitioner)
- How to differentiate for pupils with SEND (Lead SEND Practitioner)



The setting has achieved the following awards:

- ICAN accreditation
- Step into Quality
- Race Equality

## Further Information

### Complaints Policy

The first point of contact if parents/carers want to discuss something about their child with SEND is to talk to their child's keyworker and/or SEND support worker. Keyworkers/support workers will then arrange for the parent/carers to meet with the SENDCo if this is then necessary. The SENDCo will then work with the parents/carers until the issue has been resolved satisfactorily. If the parents feels that this has not been resolved satisfactorily, they can then ask to speak to the Head teacher. After speaking to the Headteacher, a parent wishes to make a formal complaint then the complaints procedure can be found on the school website.

### Daily Communication

All staff are available daily in person or by telephone, supporting our open-door policy. Staff photos can be found on the settings website and in the child's induction pack.

Regular newsletters, a text system, Facebook, website, email, and answering machine ensures many opportunities for parents to give and receive information.

### Further advice and guidance

During discussions with parents, we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilites/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulation and guidance
- support from other agencies and organisations